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ABSTRACT

One of a series of social studies curriculum guides, this publication outlines a fifth-grade course on United States history and current events. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for intermediate grade social studies, a statement of scope for grade 5, and a list of the 8 units, strands, and goals for grade 5. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. The units included in this program cover individual and social responsibility, study and research skills, citizenship education, United States history, geography and environment, economic education, and social problems. For each unit, a brief introduction is followed by charts, each listing a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

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Elementary Social Studies Curriculum Guide

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Grade 5

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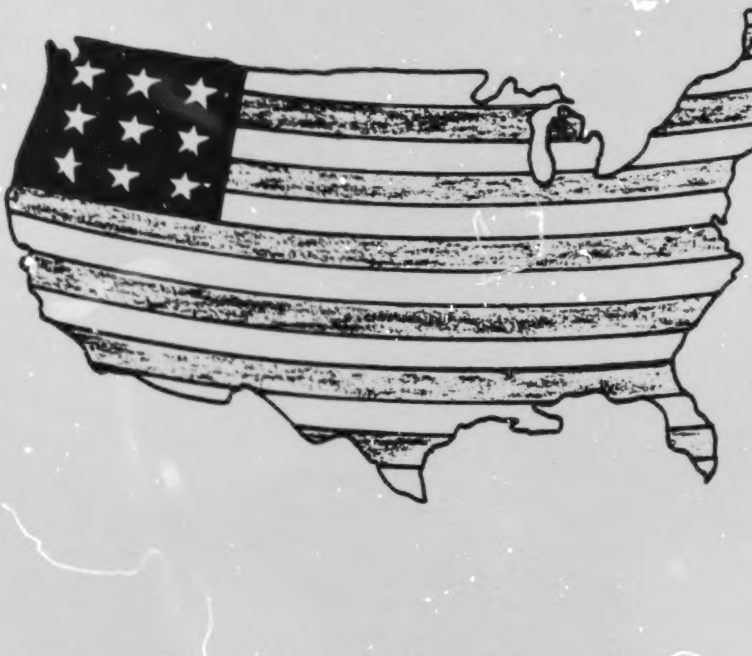

School District of the City of Saginaw

ELEMENTARY SOCIAL STUDIES CURRICULUM

School District of the City of Saginaw

Saginaw, Michigan

1982-1983

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GRADE 5. THE UNITED STATES

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INTRODUCTION

The goals and objectives for elementary social studies included in this curriculum guide are based upon the Essential Performance Objectives for Social Studies, published by the Michigan Department of Education, January, 1982. A committee of Saginaw Public School teachers developed the more specific statements of what is to be included at each grade level. By so doing, the objectives are particularly appropriate for Saginaw and its students.

The objectives are divided into three categories: attitudes, knowledge, and skills. While these categories are helpful in clarifying what is to be learned, attitudes, knowledge, and skills are integrally related in the learning process and ought to be so in classroom learning activities.

Objectives are classified by grade level. All of the objectives can be thought of as strands of learning which develop from kindergarten through high school, some to be emphasized more than others at various grade levels. While students should achieve specific aspects of the objectives listed for this grade level, none of the objectives, as they are stated here, can be wholly and completely achieved. They are objectives basic in continuous learning.

For purposes of instruction, the total body of objectives has been divided into units of study. Each unit carries a title and relates to a specific social studies strand or theme. Suggested time lines for the units are based upon an assumed one-half hour of daily instruction, in grades 1 - 3, and an assumed one hour of daily instruction, in grades 4 - 6. See unit title pages exemplifying these statements.

Within each unit is a compilation of specific objectives for the grade level. Each objective is presented on a separate sheet so as to include one or more suggested teaching/learning activities and a code to describe the expected level of mastery of the objective (R = readiness; I = introduction; M = mastery; A = application). Suggested human and material resources are given, also, where appropriate.

It is hoped that this curriculum guide will provide teachers, principals, parents and support staff with a publication useful in the continuous improvement of social studies education throughout the elementary schools of this district.

A STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION IN THE SCHOOL DISTRICT OF THE CITY OF SAGINAW

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and the world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES: SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

This statement of philosophy is in agreement with the State Department of Education's rationale for social studies education.

School District of the City of Saginaw

SCOPE AND SEQUENCE OF SOCIAL STUDIES CURRICULUM

Grades 1 - 6

Grade	Course Title
Grade 1.	SCHOOL AND FAMILY
Grade 2.	NEIGHBORHOODS
Grade 3.	COMMUNITIES
Grade 4.	MICHIGAN AND OTHER REGIONS
Grade 5.	THE UNITED STATES
Grade 6.	WORLD CULTURES

*This sequence is in agreement with the recommended sequences for social studies education in Michigan.

ESSENTIAL OBJECTIVES FOR

SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADES 4-6

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.
    a. Show concern for the well-being and dignity of others.
    b. List the mental and physical characteristics we should be aware of in others.

2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.
    a. Identify own personal values in the contexts of family and peer values.
    b. Identify personal behavior and learning that contribute to feelings of self-worth.
    c. Identify criteria for judging individual actions.
    d. Show respect for one's own heritage and background.

3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.
    a. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
    b. Identify people worthy of emulation and the reasons for doing so.
    c. Identify ways of avoiding behaviors which alienate others.
    d. Identify beliefs and values of other persons and groups.
    e. Interacts with others of varying backgrounds.
    f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial or ethnic background.

4. Develop a reasoned commitment to the principles and values which sustain a democracy.
    a. Accept the rights and responsibilities of classroom citizenship.
    b. Respect and support the role and function of rules in the community.
    c. Respect the right of all to present different points of view in the classroom and community.

5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.
    a. Recognize and encourage ethical and lawful behavior in others.
    b. Give reasons for and follow rules and laws.

   c. Participate in class elections and the making of rules for the classroom.
   d. Identify iniquities and/or injustices in the classroom and peer-group activities.
   e. Identify responsibilities people have to their community.

Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.

   a. Identify some fo the constitutional rights and liberties guaranteed in the U.S. Constitution.
   b. Understand situations in which rights have been denied various groups and individuals.
   c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
   d. Understand the differences between stated and actual practices in family, group and peer group activities.
   e. Understand and support the right of all to present different points of view in the classroom.
   f. Understand the importance of participation in society and governments both as an individual and as a member of a group.

2. Understand the role and function of law in a democracy.

   a. Understand the purposes for rules and laws.
   b. Understand how legal and judicial decisions are made.
   c. Understand how conflicts in laws are resolved.
   d. Understand how rules and laws can be changed.
   e. Know the duties of participants in the court.
   f. Understand factors that might affect justice.

3. Understand persistent global issues.

   a. Understand interrelatedness of local and national problems with those confronting the global society.
   b. Recognize that unsolved problems elsewhere in the world often impact upon the United States.
   c. Identify community problems related to energy needs and possible solutions.
   d. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

4. Understand diverse human cultures, customs, beliefs, and value systems.

   a. Understand the concept, 'culture.'
   b. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.

c. Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.
d. Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.
e. Understand that within a society, there may exist one or several subcultural groups.
f. Understand that within a culturally pluralistic society, there exists different ethnic, racial, and religious sub-groups.
g. Recognize that social-cultural change may create varying degrees of resistance and conflict.
h. Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.

5. Understand the history and present state of own and other cultures.

a. Know basic historical facts related to the development of the United States.
b. Understand urban, rural and suburban development.
c. Understand the impact of technology on society.
d. Understand changes in racial/ethnic relations.
e. Understand changes in female and male roles.
f. Understand changes in family, work and population patterns.
g. Understand persistent social problems.
h. Understand the development of education institutions.
i. Understand development of religious institutions.
j. Identify changes in a society and consequences of these changes.

6. Understand economics and economic systems.

a. Understand basic economic concepts.
b. Understand the basic functions of any economy.
c. Understand how a market economy works.
d. Understand the role of money in the economy.
e. Understand factors that influence economic behavior.
f. Understand economic concepts as they apply to individual decision-making.
g. Understand the historic and current role of labor in our economic system.

7. Understand how to be an effective producer and consumer of goods and services.

a. Understand factors that influence consumer behavior.
b. Give examples of their own limited resources and unlimited wants.
c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
d. Identify deceptive sales techniques and practices.

8. Understand people and the environment, regions and the spatial organization of society.

    a. Understand that the environment is an integrated system which includes human beings.
    b. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
    c. Understand relationships between the location of human activities and the natural environment.
    d. Understand the influence of the natural environment on human beings.
    e. Understand influences of the natural environment on the shaping of culture.
    f. Understand how societal actions and decisions affect the natural environment.
    g. Understand that a natural environment can serve varied needs.
    h. Recognize the potential of various societies to use and abuse the natural environment.
    i. Understand that human uses of the natural environment are limited.
    j. Understand effects of the worldwide limitations of nonrenewable resources.
    k. Recognize the costs and benefits of alternative uses of the natural and man-made environment.
    l. Locate important natural features, cities and nations.
    m. Understand environmental problems and possible solutions to those problems.

9. Know the main structure and functions of government.

    a. Know the purposes of the government.
    b. Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions and laws.
    c. Understand the organization and functions of state and local governments and their relationships to the federal government.
    d. Understand the range and importance of decisions made by state and local government.
    e. Understand how decisions made by the various branches and levels of state and local government are interdependent.
    f. Understand the limits on decision-making powers of the local and state government.
    g. Understand the formal legislative process at the local level.
    h. Understand voter behavior in state and local elections.
    i. Understand the role of political parties.
    j. Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.
    k. Associate governmental actions with the appropriate level of local and state government.
    l. Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.

m. Understand how public officials can be removed.
n. Understand registration and voting procedures.
o. Recognize the legality and constitutionality of individual and group actions.

10. Understand the organization of human societies.

a. Identify the variety of institutions and groups people form and the functions of those institutions and groups.
b. Understand why human beings form institutions and groups.
c. Understand the relationships among institutions, groups and individuals.
d. Understand the chaning nature of institutions and groups over time.
e. Understand ways groups are interdependent, cooperate and compete.
f. Understand types of conflicts between groups and ways conflicts are resolved.
g. Understand how and why human societies differ.
h. Understand the meaning and sources of power within a social unit or oganization.

11. Understand the relationships between individuals and groups.

a. Identify the variety of roles one can have within a group.
b. Understand that the roles within a group may be assigned or achieved.
c. Understand reasons why there are different roles within groups.
d. Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.
e. Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.
f. Understand the possible advantages and disadvantages of belonging to a variety of groups.
g. Understand the measures used by groups to influence behavior.
h. Understand the decision-making processes used by groups.
i. Identify individuals or groups within society or culture that may affect behavior.

Skills Objectives

1. Gather, analyze, synthesize, and present information.

a. Use a variety of senses to obtain information.
b. Understand that perceptions of the same object or event may differ from person to person.
c. Choose appropriate sources for information desired.
d. Obtain information from a variety of sources.
e. Translate information from one form to another.

    f. Analyze information.
    g. Evaluate the quality of information.
    h. Identify similarities and differences within sets of data and reasons for those differences.
    i. Frame appropriate research questions.
    j. Formulate and test generalizations, predictions, and hypotheses based on appropriate information.
    k. Draw conclusions.
    l. Remain open to changes in one's opinions.
    m. Apply what is learned to new situations.

2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

    a. Presents own ideas.
    b. Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.
    c. Listen and respond appropriately.
    d. Solicit clarification from others when needed.
    e. Encourage others to express themselves.
    f. Recognize divergent roles within a group.
    g. Recognize emotions and feelings operating within a group and allowing for their expression.
    h. Recognize and permit the expression of different values, beliefs, and ideas in a group.
    i. Use conflict resolution strategies.

3. Make decisions.

    a. Recognize the occasion of need for decisions.
    b. Analyze the problem.
    c. Identify alternative courses of action.
    d. Project long and short term consequences of alternative courses of action.
    e. Identify related values and goals.
    f. Judge consequences in the light of values and goals.
    g. Make a choice of alternative course of action or some trade-off among them.
    h. Develop strategies to carry out the approach.
    i. Apply the approach in making a decision or solving a problem.
    j. Reevaluate and reformulate the process if goals have not been met or new information is introduced.

SCOPE STATEMENT

GRADE 5 - THE UNITED STATES

In this study of the United States students trace the development of their country as a nation. They are introduced historically to the various ethnic groups comprising American Society. Examples of cooperation and conflict among Americans are examined. Students also learn about noteworthy men and women who symbolize various strands of the American heritage, for example Thomas Jefferson, Frederick Douglass, Susan B. Anthony, Chief Joseph, Eugene Debs, Henry Ford, or George Marshall.

Units of study are presented chronologically including Discovery and Exploration Colonization, Growth of the New Nation, Civil War and Reconstruction, Industrialization, and World Power and Human Rights in the Twentieth Century. Major historical events from each period are introduced. A contemporary unit is devoted to geographical and other features of the various sections of the United States including New England, the Middle Atlantic, the Southeast, South Central, North Central, Mountain West, Southwest, and Pacific West.

During their study of the United States students are taught to begin to relate historical information to other disciplines. For example, geography could be linked to history in the study of the Plains Indians; economics could be linked to history in the study of the industrial revolution; political science could be linked to history in the study of the formation of the United States government.

Class activities place emphasis on social studies skills, for example, vocabulary building, chart, graph, and map interpretation; and reasoning such as drawing inferences, explaining events, and using details to support general claims.

Grade 5. The United States

UNIT TITLES, STRANDS AND GOALS

Unit I. EVERYBODY AND ME
(Attitude goals 1, 2, 3, 4 and 5.)

Unit II. INFORMATION AND ME
(Skills goals 1, 2 and 3.)

Unit III. I AM A CITIZEN
(Citizenship, Law and Government
Knowledge goals 1, 2 and 9.)

Unit IV. U.S. HISTORY AND ME
(History
Knowledge goal 5.)

Unit V. THIS LAND IS MY LAND
(Geography
Knowledge goal 8.)

Unit VI. MY MONEY AND ME
(Economics and Consumer Education
Knowledge goals 6 and 7.)

Unit VII. LET'S SEEK OUT MANKIND
(Sociology and Anthropology
Knowledge goals 4, 10 and 11.)

Unit VIII. MY COUNTRY'S PROBLEMS AND ME
(Global Issues
Knowledge goal 3.)

Grade 5-Unit I

EVERYBODY AND ME

This unit deals with the individual's responsibilities to himself and to society. The student is to develop the ability to recognize the worth of other individuals regardless of their ethnic, racial or religious backgrounds.

Attitude goals 1, 2, 3, 4 and 5.

Six Weeks
One-half hour daily

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 1 : Develop awareness and concern for the rights and well-being others.

OBJECTIVE a. : Show concern for the well-being and dignity of others.

Example: Welfare, helping classmates.

LEARNING ACTIVITY(IES):

1. Have students write their names on a slip of paper. Place in a box. Allow students to select a slip for a "Secret Pal."

   Explain that the object of this activity is to do helpful tasks for the "Secret Pal," - leave special messages or little trinkets for the duration of the activity WHILE BEING ANONYMOUS. Allow students to help decide how many days the activity should run.

   At the end of the activity, ask individual students to guess who their "Secret Pal" was and why they thought it was the person they named.

   Discuss and evaluate the activities.

RESOURCES:

1. REMC-9 Catalog pg 51-Home and Family Section and pg 54-Social Development.
2. REMC-9 #014875 American Time Capsule (recommended for showing at the beginning of Unit I and the end of Unit VIII).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 I

GOAL 1 : Develop awareness and concern for the rights and well-being others.

OBJECTIVE b : List the mental and physical characteristics we should be aware of in others.

Example: Anger, anxiety, fear, pride, embarassment, joy, eagerness, forcefulness, leadership, dress, health habits, handicap acceptance.

LEARNING ACTIVITY(IES):

1. Discuss mental and physical characteristics and attributes with students. Write a general list on the chalkboard.

   Use yourself as an example and establish some physical and mental characteristics. Allow children to add others.

   Ask students to describe themselves and others in this way:

CHARACTERISTICS

Name	Mental	Physical
Charles	Artistic	Blond Hair
Jane	Loves books	Freckles

This information should provide a valuable insight for the teacher about students' perceptions.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE a : Identify own personal values in the contexts of family and peer values.

Example: Religion, responsibilities, rules for guidance in selecting friends, career, time allotment for homework, manners (family mores).

LEARNING ACTIVITY(IES):

1. Have students complete survey sheets, "My Favorite ____________."

ACTIVITIES	FOOD	PEOPLE	ANIMALS

Have students ask family members to complete similar survey sheets. Chart results as follows:

	NUMBER SIMILAR	NUMBER DISSIMILAR
Activities		
Foods		
People		
Animals		

RESOURCES:

Survey sheets
Family members

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 I

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE b.: Identify personal behavior and learning that contribute to feelings of self-worth.

Example: Completing a task well, leadership, helping others, special and regular Olympics, parental approval and admiration.

LEARNING ACTIVITY(IES):

1. Have students write a short narrative about something that happened to them or to someone else that resulted in them "feeling good about themselves."

   The "someone else" could be a friend, a family member, someone read about, or someone seen on television.

   Have narratives shared with class members.

RESOURCES:

Television
Newspapers
Magazines

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 I

GOAL 2. : **Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.**

OBJECTIVE c. : **Identify criteria for judging individual actions.**

Example: Objective, fair, listening, observing, peer group pressure.

LEARNING ACTIVITY(IES):

1. Present the students with the following situation:

   Everyone in Decibelville agrees the town is too noisy. Some citizens think rules or laws should be passed to cut down on the noise. The noise polluters include: jet planes, fire and police sirens, people shouting, construction machines, horns on vehicles, noisy city buses, musicians performing in the streets, and hot rods.

   List on chalkboard, criteria for deciding fairness of laws or rules: i.e., Who does it benefit?

   Divide the class into small groups of three or four students per group. Instruct the groups to draft laws to make Decibelville quieter. One person in each group should record the laws. A member of each group should read the proposed laws to the class.

   Class members should discuss the following questions when considering the necessity of the laws drafted.

   - Are the laws fair to everyone?

   - Who will benefit from the law(s)?

RESOURCES:

Dictionary, newspapers, magazines, Reader's Guide to Periodicals.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 I

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE d : Show respect for one's own heritage and background.

Example: Knowledge from older family members, by study, live up to ideals and expectations, challenge sterotypes against actual knowledge.

LEARNING ACTIVITY(IES):

1. Introduce and show filmstrips and other materials depicting contributions of ethnic groups in America.

   After viewing materials, have students complete the following chart. Make sure that every ethnic group within the class is represented on the chart.

Individual	Contribution	Generalization

   Divide students into groups. Have each group elect one individual to research in depth and report to class in terms of how this individual's contribution affects life today, and themselves.

2. Have students list what their parents expect them to do in life.

   Make a chart with:

Individual	Contribution	Generalization

   Have students list family members in home and complete the chart.

   Have each student choose 1 family member and tell how they affect and influence their life.

RESOURCES:

1. REMC-9 Catalogue (80') Human Relations, pp. 169-170, for films.
2. Future career requirements.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE

GRADE 5 M

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE a. : Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.

Example: By description, explanation of their rituals, music, art, food, dance, fears, ways of celebrating.

LEARNING ACTIVITY(IES):

1. Divide the class into four groups and distribute a prepared paragraph to each group.
   Each paragraph will describe a specific environmental location such as a tropical area, a moderate climate area, the Yukon territory, or desert area.

   The groups will then determine the needs regarding shelter, securing of food, clothing, and work patterns for the location described in their paragraphs.

   Each group will list the ten requirements necessary for survival and how people in that environment might meet them.

   Have the groups write the lists on the chalkboard.

   Discuss the commonalities and differences in each of the lists.

   Note that the needs of all people are similar regardless of belief and/or behavior. The way in which people satisfy the basic needs differs.

   Discuss the possible stereotypes which may be presented after each group report.

2. Have students do activity as listed in #1 but use their own situation.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE b : Identify people worthy of emulation and the reasons for doing so.

Example: Reasons: leadership; love for mankind; improving human conditions; enriching our lives with music, art and dance; respect for nature, people.

LEARNING ACTIVITY(IES):

1. Ask students to name people who are doing admirable things for others, for their country, and for their friends and families.

   Have students locate pictures of people with some personal facts about them to display on the bulletin board.

   Students could use a camera, go on a walking field trip in community in search of citizens they admire.

   PEOPLE WHO DO ADMIRABLE THINGS

   Discuss the reasons why these individuals are outstanding. Does it matter which ethnic, racial, religious, or sexual group the individual represents? Why or why not?

RESOURCES:

Magazines

Pictures sets in the Library

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE c. : Identify ways of avoiding behaviors which alienate others.

Example: Establish a code of rules, post them.

LEARNING ACTIVITY(IES):

1. Read Crow Boy, by Taro Yashima, to the class.

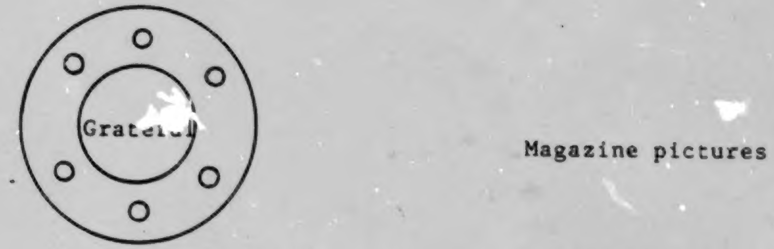
   Discuss the following questions with the students:

   - Why was the boy originally alienated?
   - How do you think he felt?
   - What did the teacher do to alleviate this alienation?
   - What could the students have done to alleviate this situation?

   To show the universality of this problem, have the students make collages, depicting people helping other people.

   Have the students write a central theme in the center, answering the question: "How do you feel when people help you?

WHEEL COLLAGE



RESOURCES:

1. Crow Boy, by Taro Yashima, published by Viking Press, 1955.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE d : Identify beliefs and values of other persons and groups.

Example: By their actions, words, readings.

LEARNING ACTIVITY(IES):

1. Have the students interview an individual from their family or neighborhood who was not born in Michigan.

   Prepare a list of questions to be asked:

   - Why did you come to this state?
   - In which state were you born?
   - How did you celebrate your birthday in the state of your birth? In the State of Michigan?
   - How do you feel about the schools in this state? Why?
   - What do you miss most about the state of your birth?
   - If your family is not with you, would you like them to come here? Why?

   The students will share their findings with each other. Possibly one or more of the individuals interviewed might be invited to the class for further questions and discussion about their cultural heritage. Sometimes these individuals might be able to bring slides and/or artifacts to share with the students.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE e : Interacts with others of varying backgrounds.

Example: Group activities, games, plays, projects.

LEARNING ACTIVITY(IES):

1. Invite students from a nearby school which is located in a different ethnic neighborhood to spend the day with the class. The guests would experience the regular school day with their student hosts and hostesses.

   At the end of the school day, the host school would plan a small party and discuss similarities and differences in the school rules, curricula, and extra-curricular activities as well as customs and practices relative to the ethnic groups represented.

   The students might plan to exchange art work, creative writing, and projects with each other as well as establish "pen pals".

   It might be possible for the students in the host school to invite one guest to dinner. Arrangements would have to be made for student transportation.

2. Another arrangement for a two-way exchange:

   Half of each class are hosts at the home school while the other half of each class exchange and are guests. Each class, then, has had a common experience during the same day.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 1

GOAL 3.1: Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE f: **Show respect for the dignity and worth of others including those who belong to a different cultural, racial or ethnic background.**

Example: Obtaining historical and current information, sharing ideas, foods, music, dances, stories, practice, experience, aspects of their lives.

LEARNING ACTIVITY(IES):

1. Present a situation to a class using an example of a different nationality and their own ethnic group. List the following:

Religion	Family Practices	Physical Appearance	Foods	Holidays
	Types: Recreational Eating Household chores Working members Problem solving Family stories Language spoken			

Compare lists and discuss. Additional activities could be - art forms, food tasting, music/dance, and language exchange.

RESOURCES:

Films, personal experiences, people from community.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE a.: Accept the rights and responsibilities of classroom citizenship.

Example: Cooperation, participation, good conduct.

LEARNING ACTIVITY(IES):

1. Present situation of class giving a dinner for their parents-

   Divide students into task forces for:

   - Invitations
   - Menu
   - Shopping
   - Cooking
   - Table setting and decorations
   - Serving
   - Clean-up

   Discuss these questions with each group and have them list on a chart:

   Responsibilities Behavior Who Needs our Information

   Discuss these questions with each group:

   - Why do you need to participate?
   - Why is cooperation important?
   - Why is behavior important?

RESOURCES:

Etiquette Book

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 4 : Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE b : Respect and support the role and function of rules in the community.

Example: Community control, unity, pride, effectiveness; obey rules, practice good neighbor acts.

LEARNING ACTIVITY(IES):

1. Present the following situation:

Mrs. Beaman is 70 years old and a partial invalid. Her yard needs cleaning up; her house needs painting and cleaning on the inside. She cannot do this job herself. She waves hello to you when she sees you and offers you cookies when she's well enough to bake them. The community is well kept. Citizens are complaining that her home is an "eye-sore".

Present these questions to the class:

- When a person is old and cannot do for themselves whom do they go to for help?
- What can you do to help?
- Why would you help her?
- What would the results be of helping her?
- How would you feel after helping her?

RESOURCES:

Community Assistance Programs

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE c.: Respect the right of all to present different points of view in the classroom and community.

Example: Discussion, debate, essays on issues.

LEARNING ACTIVITY(IES):

1. Present situation (Role playing). Divide class into two groups, 1 will be dominant, 1 passive. The dominant group will make the rules and regulations within limits. The passive group is to follow the rules. Follow this format:

   Dominate group lists rules and regulations.
   Passive group chooses ones they think are fair.
   List the ones the passive group does not choose.
   Each group is to choose arguments for or against these non-chosen rules.
   Each group chooses 3 rules to debate for their side. (List information on the board.)
   Then using the information from the board have each student write his/her final decision in an essay form.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 I

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a : Recognize and encourage ethical and lawful behavior in others.

Example: Study, form a code for good citizenship.

LEARNING ACTIVITY(IES):

1. Role play the planning, carrying out, apprehension and consequences of shoplifting. Assign students to such roles as: student shoplifter, friend of shoplifter, adult witness, innocent student witness, retailer, store detective, policeman, parents.

   Discuss:

   - the reasons people shoplift
   - the rights of retailers
   - the responsibilities of witnesses
   - the potential consequences of shoplifting (cost, character and attitudes of shoplifters, witnesses)
   - ways to discourage shoplifting

RESOURCES:

1. Shoplifting: The Losing Game, film from Universal Education and Visual Arts (S.T)
2. Everything Has a Price, pamphlet from Illinois Rental Merchants Assn. (T)
3. Product Safety, It's No Accident, pamphlet from the U.S. Product Safety Commission (S,T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 5 : **Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE b : **Give reasons for and follow rules and laws.**

Example: Peace, order, guidance, reward and punishment system.

LEARNING ACTIVITY(IES):

1. Provide students with information on local and state laws involving pedestrians and bicycles, pedestrians and bicycle accident data and bicycle theft data.

   Have each student prepare a written report to:

   - describe a personal example of careless observance of traffic laws and/or care of personal possessions
   - explain the reasons why traffic and property laws should be obeyed
   - suggest ways to encourage more careful, more conscientious behavior among students.

2. Assign groups to prepare posters, displays, or skits to encourage more responsible behavior.

RESOURCES:

1. Economics Can Be Elementary, jumbo activity cards from Sandra Schurr Publications, (S,T).
2. Little Leon The Lizard, pamphlet from Toy Safety Curriculum, U.S. Consumer Product Safety Commission (S).
3. Bike-Wise To Be Sure, film from Centron Educational Films, (S,T).
4. Product Safety, Its No Accident, pamphlet from U.S. Consumer Product Safety Commission (T).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c : Participate in class elections and the making of rules for the classroom.

Example: Conduct class elections, make classroom rules.

LEARNING ACTIVITY(IES):

1. Have class react to a list of logical and illogical duties as to which would be appropriate duties for class officers. Lead discussion to help students recognize:

   - which classroom duties could be a student responsibility
   - that some duties require specific knowledge and attitudes to be done well
   - which offices with what duties are appropriate for the class

2. Divide class into groups, each group to serve as a nominating committee, stipulating that no committee may recommend one of its own members, and that each person nominated should be recommended by a majority as being qualified for the office. Prepare a composite slate of all nominations.

3. Discuss campaigning for office and the ways people react to different campaign techniques. Permit class to decide what types of campaigning to use to select class officers.

RESOURCES:

A Standards Guide for Young Adults, pamphlet from the Standards Council of Canada (S).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 I

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d : Identify inequities and/or injustices in the classroom and peer-group activities.

Example: Rules which benefit one group, peer group, leader selects own members, "A" student attitude toward low achievers (vice, versa); differences, class punishment.

LEARNING ACTIVITY(IES):

1. In class discussion, prepare a list of occurrences which students perceive as unfair and introduce these ideas:

   - the fact of size, age, talent and authority occurs throughout life and must be accepted
   - there is more than one way to look at every situation
   - unfair use of greater size and authority can be addressed in either constructive or unproductive ways

2. Have groups prepare skits to illustrate that there are different perspectives in every situation and to recommend how to handle specific situations in a more equitable way

   - an older, larger student tells you to go get something for him from his locker "or else"
   - a teacher makes the whole class miss recess because someone tipped over the aquarium while she was out of the room and no one will tell who did it
   - the same few children are always chosen last when the class divides up into teams

RESOURCES:

You Are Important, learning unit with transparencies, Paul Amidon and Associates (S,T).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 5 M

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE e : Identify responsibilities people have to their community.

Example: Obey the law, good neighbors, good classroom conduct, volunteering, donating time and money, aid in emergencies.

LEARNING ACTIVITY(IES):

1. Present specific examples of local problem situations which can illustrate the relationship between personal responsibility and community benefit

   - bicyclists ignoring traffic laws
   - local park littered with trash
   - attempts to avoid jury duty

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 5-Unit II

INFORMATION AND ME

In this unit, the student is expected to develop skills for gathering and applying information through the use of analysis and synthesis. Learning to apply information will enable students to draw conclusions, to evaluate and to make wise decisions. It will enable them to become competent participants in society.

Skills goals 1, 2 and 3.

Five Weeks
One hour daily

PRIMARY CATEGORY: SKILLS GRADE 5 M

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE a : Use a variety of senses to obtain information.

Example: Motion pictures, reference materials, field trips. Speakers, performances, personal experiences, simulation games.

LEARNING ACTIVITY(IES):

1. Select a place around the school which children can describe. Brainstorm together to develop a list of all the ways the room or outdoor setting could be identified.

   Discuss senses. Categorize those used in the list developed by the class.

2. Ask each student to describe an object or place in sensory terms. Read description aloud and have students try to guess the place or object being described.

RESOURCES:

1. Sound of Sunshine, Sound of Rain, Florence Heide, Parents Magazine Press, 1970.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 M

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE b : Understand that perceptions of the same object or event may differ from person to person.

Example: Essays, debates, art projects.

LEARNING ACTIVITY(IES):

1. Show students the film, I Think. Stop the film half-way through and discuss student perceptions of the elderly lady who is the main character. Ask if they think the young girl will go to the birthday party.

   After viewing the film, discuss perceptions. Was the elderly woman different from their first impression? Why didn't anyone know about her?

   Relate this movie to events students can identify in their everyday lives where perceptions may differ.

2. Use similar procedures with additional films.

RESOURCES:

1. REMC-9 # 270278 MP I Think.
2. REMC-9 # 087072 MP Hunter and the Forest, Story Without Words.
3. REMC-9 # 192848 MP Shot Heard Round the World (emphasize the Boston Massacre).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 M

GOAL 1 ; Gather, analyze, synthesize, and present information.

OBJECTIVE c ; Choose appropriate sources for information desired.

Example: Reference material, essays, human resources, field trips, class discussion, local sources.

LEARNING ACTIVITY(IES):

1. Have a library scavenger hunt. Prepare a ditto list asking where a student might find certain kinds of information.

   Example:

   1. A map of Brazil
   2. The author of Charlotte's Web
   3. The current population of China
   4. The date of the French and Indian War

   Discuss the sources used to find the answers to the questions.

   Relate to on-going research activity in the classroom.

RESOURCES:

Library

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 M

GOAL 1 : **Gather, analyze, synthesize, and present information.**

OBJECTIVE d : **Obtain information from a variety of sources.**

Example: Library, speakers, field trips, textbooks.

LEARNING ACTIVITY(IES):

1. Introduce students to letter writing as an additional way to obtain information.

   Send letters to the chamber of commerce, to governmental offices, schools, businesses, or publishers, depending on information needed.

   Students should use school address so letters can come to them during the school day. Allow time to share information students have received.

2. Invite a series of speakers to the classroom to discuss aspects of a common topic. Compare information obtained. How does one resource support another?

RESOURCES:

1. Free Stuff for Kids, Blakely, Meadowbrook Press, 1979.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 M

GOAL 1. : **Gather, analyze, synthesize, and present information.**

OBJECTIVE e : **Translate information from one form to another.**

Example: From movie to written report or class discussion; report to art project, graph, narrative or craft.

LEARNING ACTIVITY(IES):

1. Read a selection from an event in history. (Boston Tea Party, Paul Revere's Ride)

   Develop a list of ways in which the event could be shared:

   Poem
   Painting
   Drama
   Diorama
   Radio Show
   Newspaper Article
   Poster
   Clay Models

   After developing the list, ask each student to select one method and to use that method to prepare information on the event.

RESOURCES:

1. REMC-9 # 270271 MP Boston Tea Party.
2. REMC-9 # 161534 MP Paul Revere's Ride.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 1 : **Gather, analyze, synthesize, and present information.**

OBJECTIVE f.: **Analyze information.**

Example: Who? says what? to whom? with what effect?

LEARNING ACTIVITY(IES):

1. Present newspaper and magazines printed the year the students were born.

   Discuss the news of those times. Look through the articles to determine the kinds of stories, ads, entertainment, and problems of that time.

   Discuss how life was different from now. Help students understand that they have been analyzing information to compare what life was like the year they were born with what it is like now.

2. Take field trips to Saginaw Historical Museum and to Saginaw Art Museum. Use discussion format described above.

RESOURCES:

Newspapers
Magazines

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 1. : **Gather, analyze, synthesize, and present information.**

OBJECTIVE g. : **Evaluate the quality of information.**

Example: Ask a specialist, compare with reference materials, newspapers, news (TV and radio).

LEARNING ACTIVITY(IES):

1. Have students select an advertisement from any newspaper or magazine.

   Discuss the possibility that advertisers tell only good things about their products.

   Invent the opposite point of view for an ad by working together in class. Have each student find an advertisement and draw the ad from the opposite point of view.

   Discuss how to know when the information is biased.

RESOURCES:

Newspapers
Magazines

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE h : Identify similarities and differences within sets of data and reasons for those differences.

Example: Comparison, author of data, frame appropriate research, avoid biased questions.

LEARNING ACTIVITY(IES):

1. Make up a list of questions that students ask about countries, such as:

   Which country is the biggest?
   Which country has the most people?
   What are the biggest cities?

   Use available resource material in the library to chart the information in response to those questions.

   Largest population .....
   Highest density of people .....
   Top oil-producing countries ...

   Use resource books listed so that students can find the answers to other questions, such as:

   Who makes the most cars?
   Who grows the most flowers?
   Who makes the most ships?

   Have students speculate on whether the answers are reasonable. Are answers based on geography?

RESOURCES:

1. Instant Answer Book of Countries, Warrender, Tyler Usborne Publishers, 1978.
2. Encyclopedias
3. Alamnacs

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 1 : **Gather, analyze, synthesize, and present information.**

OBJECTIVE 1 : **Frame appropriate research questions.**

Example: Previous research material on subject, desired conclusion, topic to be researched.

LEARNING ACTIVITY(IES):

1. Form small groups. Have students select from a box a folded piece of paper containing a broad research topic.

   Ask a recorder to write down all the questions the group can formulate. When finished brainstorming, have each group bring its lists to the teacher.

   Ask each member of the group to select one question to study in the library.

   Ask the group to make an oral presentation concerning the facts learned in their mini-research.

RESOURCES:

Library

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE 1 : Formulate and test generalizations, predictions, and hypotheses based on appropriate information.

Example: Scientific method: What was happening? What was going to happen? What were the reactions? What was the outcome?

LEARNING ACTIVITY(IES):

1. Have students make up an hypothesis based on choices, such as:

   - Students in this school like hamburgers better than hot dogs.
   - More students watch "Little House on the Prairie" than "Kids are People."

   Have students survey a population within the school to gather data to test hypothesis to see if they are correct in their thinking. If correct, try to write down the reasons why they thought so. If incorrect try to determine reasons causing a difference.

   Infuse process in daily program by asking students to predict or hypothesize what will occur in events in American history.

   Example: What will be the colonist reaction to the TEA tax?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 1. : **Gather, analyze, synthesize, and present information.**

OBJECTIVE k. : **Draw conclusions.**

Example: Review data, summarize.

LEARNING ACTIVITY(IES):

1. Use one of the many available open-ended movies with the class. Show the film and then ask students to briefly write their idea about how the story problem should be resolved.

   Randomly place students in groups of five to discuss their solutions to the story problem. Each student can give his/her ideas. Can the group reach consensus?

   Bring groups back together and ask each group to report on what it agreed upon and what it did not agree upon.

RESOURCES:

1. REMC-9 #270284 MP Deer and the Forest, Story Without Words.
2. REMC-9 #274530 KT Decisions.
3. Trick or Treat, Churchill Films, 15 minutes, color.
4. Clubhouse Boat, Churchill Films, 19 minutes, color.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE 1 : Remain open to changes in one's opinions.

Example: Personal decision to smoke/not smoke; use drugs, etc.

LEARNING ACTIVITY(IES):

1. Give situation: Members of your peer group are starting to smoke and sneak liquor from their parents' homes.

   Divide students into two groups - one to research hazards of smoking - one to research hazards of drinking.

   When research is done bring both groups together and discuss findings.

   - Why do you do what your peer group is doing?

RESOURCES:

1. REMC-9 #012635 MP Alcohol-Your Decision.
2. REMC-9 #194173 MP Smoking-Your Decision.
3. REMC-9 #270652 MP I Dare You.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 M

GOAL 2 : **Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE a. : **Presents own ideas.**

Example: Class participation, officers and members of committees and clubs, at parties, etc.

LEARNING ACTIVITY(IES):

1. Have students, as a class, read Conflict and Resolution (see next page).

   After reading, list on the chalkboard conflicts identified. Divide into groups, discuss and list possible solutions to conflict. In groups, have students take roles of "Intruders" and "Inhabitants" discussing their views of solutions.

   Have a recorder in each group who shares a problem and solution with the total class.

RESOURCES:

Copies of Conflict and Resolution (see next page).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

CONFLICT AND RESOLUTION

THE INHABITANTS

You are a group of people who lived in this territory for twenty years. You were the first people to settle in this valley. The area appealed to you for the following reasons:

1. The valley was small - just large enough for you to settle and raise food for your families.
2. The weather was warm and sunny with enough rain to water the crops.
3. A river ran nearby and would provide clean water for drinking.
4. Trees on the hillsides provided lumber for houses and added to the beauty of the scenery.
5. Wild animals roamed the woods and were source of meat.

THE INTRUDERS

You arrived in the valley about three years ago. You had been driven from your homeland and were seeking a safe place to live. The area appealed to you for the following reasons:

1. The valley was small - just large enough to buy some land and build some industries.
2. A river was nearby and would provide water for the lumber and paper industries.
3. Trees on the hillsides would provide raw materials for the lumber and paper industries.
4. The weather was warm and sunny providing enough rain for the trees to grow and a pleasant environment for those who would work outside.

THE STORY

When the intruders first moved into the valley, they were not called intruders at all. The inhabitants sold them some of their crops and they seemed to be well accepted. Then, suddenly, things seemed to change just about the time the saw mill and paper industries began. Soon these people became known as the "intruders."

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b : **Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.**

Example: Question and answer periods, essays.

LEARNING ACTIVITY(IES):

1. Display photographs, slides, or other sources of interest.

   - family activities
   - drugs
   - supermarket scene
   - children's activity

   Allow students to familiarize themselves with the scene. Elicit responses to the questions.

   - What is happening?

   - What happened before?

   - What will happen later?

   Write the responses given in a concise statement that sustains the essence, asking the speaker: "Is this what I heard you say?"

RESOURCES:

Photos

Slides

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c.: Listen and respond appropriately.

Example: Question and answer.

LEARNING ACTIVITY(IES):

1. Tape record a short selection from a social studies text. After the students have listened to the selection, distribute a list of 10-15 short phrases that are relevant to the selection. Have the students select the best four or so phrases to be used in recalling the main points of the selection. Call on students to discuss their selections and their reasons for specific choices.

2. List on chalkboard or chart responses to the following questions:

   - What group runs our city (national) government?
   - How is the group selected?
   - What are some of the responsibilities of this group?

   View film/filmstrip about city government.

   Have representative of city government as guest speaker, to answer prepared questions.

   Following the above activities, have the students answer the original research questions, about government.

RESOURCES:

1. Textbooks
2. REMC-9 #033952 MP Cities and Government-Governing Our Local Community.
3. Cities At Work, filmstrip, Science Research Associates.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d. : **Solicit clarification from others when needed.**

Example: Ask for restatement of question, definition of terms.

LEARNING ACTIVITY(IES):

1. Have students, in groups, research a selected ethnic group. Have each group compile, discuss and organize materials on retrieval charts.

   Groups will share information with class in the form of a simulated press conference.

   One person offers preliminary remarks followed by questions from the press corps (the other group members).

RESOURCES:

1. Encyclopedia
2. REMC-9 #13446 SM Minorities Have Made America Great.
3. Magazines

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE e : Encourage others to express themselves.

Example: Class discussion, open-ended. (No right or wrong answer.)

LEARNING ACTIVITY(IES):

1. Show selected pictures or slides of particular situations. Ask students to respond in writing to the following questions:

   What is happening in the picture (or slide)?

   What probably happened before this?

   What will probably happen next?

   Share responses with class. Class commentary and discussion.

2. Show film(s) depicting specific feelings. Ask questions similar to above. Share responses and reasons for the responses.

RESOURCES:

1. REMC-9 #374861 MP I Am Me.
2. REMC-9 #274592 MP I'm Feeling Alone.
3. REMC-9 #274593 MP I'm Feeling Happy.
4. REMC-9 #274597 MP I'm Feeling Sad.
5. REMC-9 #274594 MP I'm Feeling Scared.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 2 : **Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE f : **Recognize divergent roles within a group.**

Example: Leader and follower, facilitator and mediator.

LEARNING ACTIVITY(IES):

1. Brainstorm a list of school/community groups to which you, or someone you know, belongs.

   - family
   - class
   - city council
   - Boy Scouts, etc.
   - service squad

   Compile information about the divergent roles within each group.

   - Who is the leader of each group?
   - Who are the followers in each group?
   - Who is the facilitator?
   - Who is the mediator?
   - Which role do you play? When?

2. Try repeating the above steps for national groups.

   - name the groups
   - identify the leadership
   - enumerate the divergent roles within groups

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 2 : **Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE 8- : **Recognize emotions and feelings operating within a group and allowing for their expression.**

Example: Class discussion, reasons for anger.

LEARNING ACTIVITY(IES):

1. Elicit from students examples of apathetic behavior as in newspapers, personal experiences, etc.

   Respond to questions:

   - What was the apathetic behavior?
   - What happened as a result of the behavior?
   - What might have happened if behavior had been different?

   EXAMPLE: A person being molested. A passerby noting what is happening, but offering no direct assistance, nor sounding alarm.

   Discuss possible reasons for apathetic behavior. List all opinions of group.

2. Describe incidents at school in which students have expressed anger. What were the causes of the anger? In what ways were the feelings of anger expressed? Why do different people express feelings of anger in different ways?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b : Recognize and permit the expression of different values, beliefs, and ideas in a group.

Example: Debates, demonstrations.

LEARNING ACTIVITY(IES):

1. Have students observe a selected behavior or read an account of the same event. Divide into groups having groups make retrieval charts for the following information.

    - theme
    - main personalities
    - problem/conflict
    - how solved or otherwise dealt with
    - what was learned by the personalities; by you

   Share findings with class. Class commentary in terms of whether or not findings were defended.

RESOURCES:

Newspaper

Television

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 2.: **Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE 1.: **Use conflict resolution strategies.**

Example: Debate, compromise, discuss, compare findings.

LEARNING ACTIVITY(IES):

1. Have students locate newspaper articles or pictures which depict either conflict or cooperation. Divide class into groups. Groups decide whether their particular pictures illustrate conflict of cooperation.

   Share with class:

   Which is illustrated: conflict or cooperation?

   What in/about the article or picture supports the decision?

CONFLICT	COOPERATION	SUPPORTING FACTS

   Brainstorm ways to resolve the conflict.

RESOURCES:

Newspapers

Magazines

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 M

GOAL 1. : **Make decisions.**

OBJECTIVE a. : **Recognize the occasion of need for decisions.**

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available.

   Have class address the same problem as the film or select a more appropriate issue for group decision making (e.g., necessity for cutting drastically the school system's transportation and utility costs). Emphasize the need for locating reliable information about the problem, the possible costs and benefits of each. Distinguish between situations in which only one alternative is possible and situations in which compromise, or trade-offs are possible.

RESOURCES:

1. Give and Take, "Trade-Offs" film from the Joint Council on Economic Education (S,T)
2. REMC-9 #274757 VC Give and Take.
3. Our Values, filmstrips and cassettes from Westinghouse Corp. (S,T)
4. Ideas abbout Choosing, book by Maher and Symmes, from Franklin Watts, Inc. (S,T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3 : Make decisions.

OBJECTIVE b : Analyze the problem.

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. (See preceeding objective, 3a.)

   Have students state the problem in their own words.

   - what are the known facts
   - what additional information is needed
   - who are the decision makers in the situation
   - how can students assist in solving the problem

2. Respond to a real life problem with questions similar to those above.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3 : Make decisions.

OBJECTIVE c : Identify alternative courses of action.

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. (See preceeding objectives, 3a and 3b.)

   Given the additional information collected for objective 3b, have the class identify alternative courses of actions for providing adequate parking spaces for bikes at school. Include detailed descriptions and costs with each alternative solution.

2. Respond to a real life problem with proposals for alternative courses of actions.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3. : **Make decisions.**

OBJECTIVE d. Project long and short term consequences of alternative courses of action.

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. (See preceeding objectives, 3a, 3b and 3c.)

   Have small groups of students study the proposed alternative courses of action for parking spaces for bikes. Ask them to list the pros and cons for each proposal, if the course of action is implemented for the fall days only, if implemented for all year; if implemented for older students only, if implemented for all ages.

   - What are the long and short term consequences of each?

2. List pros and cons for alternative courses of action for a real life problem.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3. : Make decisions.

OBJECTIVE e. : Identify related values and goals.

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. (See preceeding objectives, 3a 3b, 3c and 3d.)

   Given the pros and cons for the proposed alternative courses of action, have the students list related values and goals which they must consider before prioritizing the proposals.

   - beautification of school premises
   - safety, to and from and at school
   - playground space for all students
   - additional playground equipment
   - other

2. List children's values and goals related to proposed alternative courses of action for real life problem.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3 : **Make decisions.**

OBJECTIVE f : **Judge consequences in the light of values and goals.**

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. (See preceeding objectives, 3a,3b,3c,3d, and 3e.)

   Given the related values and goals, ask the class to judge the consequences of each proposed alternative course of action.

   - all students deprived of additional playground space
   - bias, prejudice related to ownership of bikes
   - staggered dismissal times to avoid bike traffic

2. Given the values and goals related to proposed alternative courses of action for real life problem, ask the class the judge the consequences of each proposal.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3 : **Make decisions.**

OBJECTIVE g. : **Make a choice of alternative course of action or some trade-off among them.**

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and different alternatives available. (See preceeding objectives, 3a-3f.)

   Having completed the problem solving steps described on preceeding pages, have the children prioritize the proposals and/or vote for their choice.

2. Prioritize the proposals and/or vote for the choice course of action for the real life problem.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3. : **Make decisions.**

OBJECTIVE h : **Develop strategies to carry out the approach.**

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. (See preceeding objectives 3a-3g.)

   Have students develop strategies to carry out the selected course of action relative to the bike racks and to the real life problem.

   - committees
   - people to be contacted
   - time line
   - other

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3 : Make decisions.

OBJECTIVE 1 : Apply the approach in making a decision or solving a problem.

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. (See preceeding objectives 3a-3h.)

   Repeat the processes (activities) described for objectives 3a-3h, using a new real life situation or a different film clip.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 5 I

GOAL 3 : Make decisions.

OBJECTIVE j- : Reevaluate and reformulate the process if goals have not been met or new information is introduced.

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. (See preceeding objectives 3a-3i.)

   Reevaluate and reformulate the processes utilized with objectives 3a-3i if they have not resulted in a solution to the real life problem(s) under study.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 5-Unit III

I AM A CITIZEN

The functions and structures of government are presented in this unit. Students will learn about the main pruposes of our government and their responsibilities for helping to make the government work.

Citizenship, Law and Government
Knowledge goals 1, 2 and 9.

Five Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE a : Identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution.

Example: The Bill of Rights are the personal rights and protection guaranteed to all.

LEARNING ACTIVITY(IES):

1. Engage the students in mock trials and have the judge instruct the jury of the rights of the individual being tried, emphasizing those rights provided by the Constitution of the United States.

RESOURCES:

1. A copy of the Constitution of the United States.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE b : Understand situations in which rights have been denied various groups and individuals.

Example: Slavery, job discrimination, busing, school discrimination.

LEARNING ACTIVITY(IES):

1. Have the students discuss the movement of Native Americans (Indians) from their homes and lands to reservation. Have the students identify what rights were denied the Native Americans that are guaranteed in the Constitution of the United States.

RESOURCES:

1. A copy of the Constitution of the United States.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE c : Understand that an individual's rights may conflict with those of another individual or with the general welfare.

Example: The right to bear arms.

LEARNING ACTIVITY(IES):

1. Have the students discuss incidents in which individuals and groups have been moved from their homes and lands by the law of eminent domain.

   Help the students identify rights of individuals that were violated for the general welfare.

RESOURCES:

1. Your And The Law. 1975 Monograph prepared by: State Bar of Michigan, 306 Townsend Street, Lansing, MI 48933, Telephone: (517) 372-9030.
2. A Recommended Guide to Students' Rights and Responsibilities in Michigan. Michigan Department of Education, Office of School and Community Affairs, Box 420, Lansing, MI 48902, (517) 373-3260

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE

GRADE 5 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE d : Understand the differences between stated and actual practices in family, group and peer group activities.

Example: Explaining a "white lie," cheating, stealing.

LEARNING ACTIVITY(IES):

1. Have the students select a classroom or school rule that is frequently broken. Have the students assist in identifying circumstances that existed when the rule was broken. Have the students examine the circumstances and draw conclusions as to whether or not it was ever justifiable to break the rule.
2. Have the students discuss the reasons why the rule must be briefly stated and cannot list all the exceptional circumstances that might justify breaking the rule.
3. Have the students examine the wording of the most frequently broken rule and discuss whether a change in wording can make the rule more practical.

RESOURCES:

1. REMC-9 #274861 MP I Am Me.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 1. : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE e : Understand and support the right of all to present different points of view in the classroom.

Example: Freedom of speech, American diversity and the right to express personal opinions from the unique backgrounds.

LEARNING ACTIVITY(IES):

1. Choose a current controversial issue such as tuition credit to non-public schools. Have students discuss their feelings as to whether it is fair to provide help to those who wish to send their children to non-public schools. Have the students read and discuss the part of the Constitution of the United States that deals with the separation of church and state. Select students on both sides of the issue who are among the better informed and set up a debate to be observed by the total class. Encourage the other class members to express their opinions following the debate.

RESOURCES:

1. Copies of the Constitution of the United States.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 2 : **Understand the role and function of law in a democracy.**

OBJECTIVE a : **Understand the purposes for rules and laws.**

Example: Rules and regulations are necessary for a stable and orderly society; group rights; liberty, safety, property, redness, grievances, establish punishment.

LEARNING ACTIVITY(IES):

1. Inform students that you have a game for today called the "Macaroni Game". Ask if they want to play it. (They probably will say yes.) Then, pass out macaroni. Give each child three pieces. Do not give out any rules for the game. Just say, "Begin!" If students ask what to do, be evasive, perhaps saying, "We'll talk about that later," or "I'm not sure."

   After several minutes, say, "Stop! Who won?" Allow students who claim to be winners to present reasons for why they think they won. After each student gives his/her reasons, ask the class if they agree with the student who claims to have won. Students will probably say no.

   At a logical point,announce "I'm the winner. I'm older, I'm strong, and it's my macaroni." Then proceeed to defend your position from the challenges of children, using arguments such as: "That's how games are played." "Well, that's life." "Well, it was my macaroni." "I am strongest."

   As students challenge, what should emerge from them is the need for rules. As students express that idea, challenge them to give examples as if you are convinced. Then press on to having students can indicate who makes the rules or laws of our country. Also, probe with questions to see if students can inicate who decides which person is right and when there is a disagreement about what the rules mean in specific cases. Through this whole phase of the discussion don't give any information. Encourage students to explain what they know and to give examples. Later, their misconceptions can and should be dealt with.

RESOURCES:

1. REMC-9 #274056 MP I'm No Fool in the Water.
2. REMC-9 #274054 MP I'm No Fool with a Bicycle.
3. REMC-9 #274053 MP I'm No Food with Fire.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 R

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE b : Understand how legal and judicial decisions are made.

Example: Jurors, judges, courts; school code, P.T.A. School board, principal.

LEARNING ACTIVITY(IES):

1. Conducting prose courts is one way of helping students understand how legal and judicial decisions are made. The basic roles, plaintiff, defendant and judge are set forth.

   This role play activity through its simplicity helps students identify the components and bases of legal decisions.

RESOURCES:

1. REMC-9 #274783 MP Shoplifting-It's a Crime.
2. Law in the Classroom: Activities and Resources, Mary Jane Turner, SSEC, 1979, p.69.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how conflicts in laws are resolved.

Example: Repeals, Supreme Court decisions; family, school, city.

LEARNING ACTIVITY(IES):

1. Role play:

   Five or six students acting as juveniles are standing outside a doughnut shop talking together after midnight on a week-night.

   Two students acting as police officers come up to the group and order them to go home or else be taken to Juvenile Detention Center for violating the curfew law.

   One student in the role of the doughnut shop manager tells the police that the juveniles were just talking there and not causing any trouble.

   Have the class read the First Amendment and the curfew ordinance for the community. Then discuss the law using probing questions like these that follow:

   - In the role play were the students being denied that right? If so, is the curfew law a violation of the Constitution?
   - Who passed the curfew law? Should it be considered more necessary for juveniles to be prohibited from assembling peaceable at night than adults? Why? (To adequately answer this question, it may be desirable to involve parents, police, juvenile officials, or other adults in the discussion.) Do you think those are valid reasons for limiting the right of young people to peaceable assemble late at night and in the early hours of the morning?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE d : **Understand how rules and laws can be changed.**

Example: Congressional hearings, documents, debates, voting; amendments, initiatives, court decisions, student council.

LEARNING ACTIVITY(IES):

1. Rules: Discuss with students:

   How do rules at home get changed?

   - parent(s) decide
   - the family votes
   - change just seems to happen

   Why do rules at home change?

   - as children grow older they can stay up later
   - children can do more on their own as they get older

2. Laws: Explain that laws change through citizen initiatives, congressional initiatives and judicial interpretation. An excellent illustration of the latter method is the "In Re Gault" case which brought about changes in juvenile law and procedures.

RESOURCES:

1. Law in the Classroom: Activities and Resources, Mary Jane Turner, SSEC, 1979, p. 67.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 R

GOAL 2 : **Understand the role and function of law in a democracy.**

OBJECTIVE e : **Know the duties of participants in the court.**

Example: Judges, jurors.

LEARNING ACTIVITY(IES):

1. Have students conduct a mock trial. Before the trial students should discuss the role of court participants. Acting out the trial will give students opportunities to experience the duties of court members.
2. Compare the roles of judges and jurors in T.V. programs with their actual roles in our city and state.

RESOURCES:

1. Law in the Classroom: Activities and Resources, Mary Jane Turner, SSEC, 1979, p. 59.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE f : Understand the importance of participation in society and governments both as an individual and as a member of a group.

Example: The right to vote: room election, school election, local (city) election, state and national elections.

LEARNING ACTIVITY(IES):

1. Have the students choose a service project that is of benefit to the community such as beautification of the school grounds. Have the students identify what is needed to complete the project.

   Form committees to do the various tasks and then as a class discuss the values each felt was gained by involvement in the project.

2. Set up a mock election for a millage.

   - Divide class into pro and con to prepare arguments.
   - Present to class.
   - Take secret vote.
   - Discuss outcome

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 R

GOAL 2 : **Understand the role and function of law in a democracy.**

OBJECTIVE f : **Understand factors that might affect justice.**

Example: Publicity, social status, biased jury, financial status, interest groups and lobbyists.

LEARNING ACTIVITY(IES):

1. Have students bring to class, in writing if possible, examples of family or neighborhood experiences, observations, news articles in which they felt a person did not receive fair treatment by court action, from a police officer, judge, government official or fellow citizen.

   Next, have students individually, in small groups or as a class, attempt to fill in the chart below:

SHORTCOMING	POSSIBLE CAUSE	LIKELY CONSEQUENCES	PROPOSED REMEDY

RESOURCES:

Newspapers

Library

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE a : **Know the purposes of the government.**

Example: Preservation of peace; protection of personal freedom; protection of private property, allocation and conservation of natural resources, individual rights, law and order.

LEARNING ACTIVITY(IES):

1. Situation: A new town is being established in the year 1830. When the population of the area is large enough the territory will apply for statehood.

Students are to list singly or in small groups the problems they think might be encountered. These might include:

- protection
- food and water
- transportation
- housing
- education

Combine the lists prepared on the chalkboard.

Rank order the problems by priority.

Have students suggest ways to solve each problem.

Have students list the types of problems/or needs that they feel government should try to satisfy for the people of the community.

Note: The purpose of government becomes evident as the need to solve problems in a group setting becomes necessary.

Lead the students toward the conclusion that one of the most important purposes of government is to make it possible for people to live and work together.

RESOURCES:

1. State and Local Government in Action, Six filmstrips and duplicating masters, NTY811C-12, Social Studies School Service.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE h : **Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S, Constituiton, court decisions and laws.**

Example: Human rights, representative government based on consent of governed; basic rights; protection against arbitary government actions.

LEARNING ACTIVITY(IES):

1. Put several quotes taken from the documents, important court decisions, and laws on paper for the students as handouts.

   Define unfamiliar terms.

   Have students discuss in small groups and then write out what they feel is meant by each.

   Lead the class in building some class concepts as to the meanings of the quotes.

   Discuss whether the need for these principles listed still exist or if any part of the examples should be changed to meet current needs.

   Examples of court decisions might include bussing, prayer in school, and capital punishment.

   Now have students propose new laws, and amendments to the constitution, they feel would be important to them as citizens.

RESOURCES:

1. Speaker from the League of Women Voters
2. Active or retired judged
3. A lawyer
4. Civil Rights Leader
5. Documents: Declaration of Independence
   U.S. Constitution
   Court Decisions
   Laws

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE c : Understand the organization and functions of state and local governments and their relationships to the federal government.

Example: Names, duties and responsibilities of national, state and local government leaders.

LEARNING ACTIVITY(IES):

1. Split the class into three groups.

   Role play the various positions in a city government. Have each group discuss a proposed ordinance (law) pertaining to riding bikes on public streets.

   Students should soon see that some of the discussion is similar to setting up a ball team in terms of agreements and disagreements that arise.

2. Arrange for the fieldtrip to a local government meeting. Encourage parents to accompany their child to the meeting. Plan for a good discussion of the fieldtrip observations to follow the next day.

   Be sure to present information that shows some basic responsibilities of each member of the governmental unit.

RESOURCES:

1. Charts that show shared responsibility of different levels of government.
2. City council member.
3. Mayor
4. City Manager of his/her Assistant

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE d. : **Understand the range and importance of decisions made by state and local government.**

Example: Local laws to Supreme Court decisions; decisions about roads, streets, clean-up, snow, garbage, property, custody of children.

LEARNING ACTIVITY(IES):

1. Take several decisions that have been made by the local school board.
    - Discuss and explain what each means.
    - Have students decide why they think these decisions were made.
    - Have students project the short and long range results of each decision.
    - Discuss the role that the state government may have had in the school board decision.
    - Have students discuss each decision with their parents/guardians and bring their ideas on whether the decisions were good or bad back to class.
    - Conclude with a class vote on each decision.

Examples of School Board decisions that affect this age level might include:

school vandalism
safety bussing
crossing guards
school lunch program
suspension policies
playground equipment

RESOURCES:

1. School Board Minutes
2. Superintendent
3. School Principal
4. Student Code
5. School Rules

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE e : **Understand how decisions made by the various branches and levels of state and local government are interdependent.**

Example: Local laws and taxes, school millages, road and bridge maintenance.

LEARNING ACTIVITY(IES):

1. List on the chalkboard some important laws and ordinances (decisions) passed by local and state lawmakers. These might include:

   speed limit
   hitchhiking
   smoking
   use of alcohol
   school attendance
   curfews

   Have students decide in class discussion the degree to which these laws and ordinances are followed and obeyed.

   Have students then discuss with their parents/guardians and relatives the degree to which these laws and ordinances are being followed.

   Compare the results of these discussions in class the following day.

   Select the laws and ordinances that are not being followed and obeyed according to the intent of the law.

   Have students suggest changes that should be made in the laws or ordinances and/or ways in which people could be encouraged or forced to obey these laws and ordinances more fully.

RESOURCES:

1. City, county, township ordances
2. State laws
3. School Board policies
4. Parents/guardians
5. Police official
6. School Principal

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE f : **Understand the limits on decision-making powers of the local and state government.**

Example: Local and state laws vs supreme court decisions.

LEARNING ACTIVITY(IES):

1. Divide the class into several groups. Assign each group one of the following areas:

   Powers and responsibilities of - city government
   township board
   county board
   school board
   state legislature

   Have each group find information regarding the area of responsibility (powers) for their governmental unit.

   Have students in each group then list as many services that their level of government is or could be responsible for. These might include:

   police protection
   education
   roads and highways
   sewage and water
   fire protection
   school financing
   smoking
   school curriculum
   curfew
   voting
   drivers licenses
   school attendance

   Discuss the relationship between the various units of governments in setting policy and providing services to the public.

   Point out shared responsibilities and limits on decision-making powers that each governmental unit has.

   Discuss the impact that certain state decisions might have on local branches or units of government.

RESOURCES:

1. Copies of State Constitution; City, Township and County Charters.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE g : Understand the formal legislative process at the local level.

Example: Making of Laws by City Council.

LEARNING ACTIVITY(IES):

1. Obtain copies for students of charters of city government, township board, school board, and county commissioners.

   Using the charters as guides, have students prepare an organization chart of each unit of government.

   Have each student write on chart the relationships and responsibilities of each government official. Be sure to have them show, for example, the duties and responsibilities and relationship fo the city manager to the city council and to the heads of each department; the duties and relationship of a city council person to the city manager and to the voters.

2. Discuss how ordinances (laws) are passed, and policies determined.

3. Discuss how ordinances or policies are carried out.

RESOURCES:

1. Charters of each governmental unit
2. Governmental officials

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE h : **Understand voter behavior in state and local elections.**

Example: Voter education, election results - who participants, why, what on (ex: millage) register (why, how).

LEARNING ACTIVITY(IES):

1. Collect literature put out by local and state candidates, and political parties pertaining to upcoming elections.
    - Have students work in small groups to list several key issues being stressed at the local and state levels.
    - Have students discuss with their parents/guardians their views regarding these key issues.
    - Combine the key issues from each group in a class list. List on the board the different views expressed by students, parents, and guardians.
    - List the views of candidates on each of these issues on the bulletin board.
    - Have students vote on election day for the candidate of their choice.
    - After election, review what happened at the polls in terms of:
        - results of election
        - voter turnout
        - possible changes that will occur due to passage of key issues
2. Discuss the issues that were turned down directly or election of candidates that did not approve of the specific issue. Should these issues be placed on the next ballot?

RESOURCES:

1. REMC-9 #270370 MP Political Process.
2. Let's Vote. Five filmstrips help motivate young voters UED17895C-12 Social Studies School Service.
3. Local Government and the Individual How people can become involved in government at the grass roots level. SED448C-12 Social Studies School Service.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 R

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE i : **Understand the role of political parties.**

Example: Republican, Democratic Parties, Federalists, Communist Party.

LEARNING ACTIVITY(IES):

1. Divide the class into two groups each representing a major political party. (You may wish to include an independent party or two.)

   - Set up two bulletin board displays with the political party name at the top.

   - Have students from each group collect information from the political parties, newspapers, and magazines, relating to candidate's pictures and party views or major issues.

   - Editorials relating to party solutions to major issues could be summarized and placed on the board.

2. Discuss with the class members the role of political parties in our country. Students should be given library time to find information pertaining to this.

   - Students should be made aware of the benefits of candidates for office belonging to a major political party rather than a minor political party or independent candidate.

3. Have student groups select leaders to discuss their parties views on candidates and major issues.

   Note: The main purpose is for the students to see how parties help to bring out varied points of view and make the issues clearer.

RESOURCES:

1. REMC-9 #270370 MP Political Process.
2. The Right To Vote: Our Democratic Privilege. Four filmstrips discuss political process from choosing the candidate through the general election. N-219-60050 EMI Box 4272, Madison, WI 53711.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE J : Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.

Example: Preamble and Bill of Rights.

LEARNING ACTIVITY(IES):

1. Put selected excerpts taken from the Constitution, Declaration of Independence, and Bill of Rights on flashcards and on passout sheets for class members.

   In small groups, have students study the meaning of the excerpts (through the use of their government textbooks and other sources).

   Split the class into two groups.

   Hold a class competition-holding up the flashcard and giving each group an opportunity to compete by recognizing the source of the excerpt and defining its meaning. Points are to be awarded to the group which can do both first.

   A discussion should follow pointing out why the ideas expressed were put into these writings.

RESOURCES:

1. REMC-9 #023185 MP Bill of Rights in Action-Freedom of Speech.
2. REMC-9 #027183 MP Bill of Right.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE k : **Associate governmental actions with the appropriate level of local and state government.**

Example: Local laws, state laws, such as millage, school attendance, bridges, property assessment, state equalization, food content law, chemical contamination.

LEARNING ACTIVITY(IES):

1. Have the students brainstorm a list of projects, services, issues that they have observed in the community, newspapers, and TV. This can be done singly or in small groups.

   List the following governmental units on the chalkboard:

   City government
   Township government
   School District Board of Education
   County government
   State government

   Have students singly or in small groups list under the proper governmental unit which has the responsibility for insuring the proper action for such service, project, or for resolving the issue.

   A follow-up discussion of these units of government and their overall purpose would be useful.

RESOURCES:

Newspapers
Township, City, and County Charters.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE 1 : **Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.**

Example: Petitions, appointed positions, position requirements.

LEARNING ACTIVITY(IES):

1. Have pairs of students select a governmental position from the various local units of government. These might include:

   City Council person
   City Manager
   Township Trustee
   Police Chief
   Directors of Roads, Etc.
   City, Township,
   County Clerks

   County Commissioner
   County Administrator
   State Representative
   State Senator
   Governor

   Have students find information regarding the qualifications of each position, experiences needed for appointive positions, nomination procedures.

   Have the pairs prepare a poster board listing and describing the above.

   Each group will present their poster board to the rest of the class explaining in detail the qualifications required and methods of election, appointment, and nomination.

   The other members of class will take notes in their logbook and use these for an open logbook quiz.

2. Invite public officials to speak to the class regarding positions.

RESOURCES:

Library

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE m : Understand how public officials can be removed.

Example: Recall petitions, impeachment, censure, expulsion from Congress, recall.

LEARNING ACTIVITY(IES):

1. Review in class the steps for removing public officials.
2. Have the local clerk from city or township or county government visit the classroom and discuss the process of removing public officials by petition.
3. Have students prepare a list of reasons (cause) for removal from public office. Check these reasons with the local clerk to determine accuracy.
4. If any local public officials (council members, township, county board members, school board members) have been removed from public office recently, a cause and effect discussion would be helpful.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE n : **Understand registration and voting procedures.**

Example: Registration, ballots, districts, precincts, polling booths, election officials.

LEARNING ACTIVITY(IES):

1. Obtain voter registration and ballot forms from the local clerk. Discarded ballots may be available - if not, xerox copies.

    - Have the students fill out the registraton forms.
    - Have students find information about voter requirements from their textbook or other resources.
    - Choose a major issue presently under discussion in the community or, if an election is soon to take place, determine the candidates running for office.
    - Have students find information about the issue and/ or candidates from newspapers, speakers, and election promotion materials.
    - Have students complete the election ballots. Tally the results.
    - If a local election is taking place, have the class visit a local precinct.

RESOURCES:

1. Voter registration forms
2. Voter ballots
3. Local Clerk

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 R

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Recognize the legality and constitutionality of individual and group actions.

Example: Bill of Rights, political powers of special interest groups (UAW, NEA, Farmers Union, Truckers).

LEARNING ACTIVITY(IES):

1. Select several national, state, or local individual or group actions that have taken place. These might include:

    - war protesters
    - Rosa Parks
    - girls playing on boys' sports' teams
    - parking and ramps for handicapped

   Review the action taken by the individuals and/or groups involved in light of legality and constitutionality.

   Discuss the short and long range results of these actions.

RESOURCES:

1. Citizen Lobbying - Guide to Action in the Legislative Process, N-687-001, EMI Box 4272, Madison, WI 53711
2. The Power of People - 2 filmstrips showing how citizens can influence governmental decision-making, N-675-445-C EMI, Box 4272, Madison, WI 53711

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 5-Unit IV

UNITED STATES HISTORY AND ME

The development of the United States and the cultures that contributed to its formation are discussed in this unit. The student will study historical facts, present cultures and cultural changes that affect the student in society.

History
Knowledge goals 5.

Four Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE a : Know basic historical facts related to the development of the United States.

Example: Revolutionary War, contributions of major personalities; first settlements; major documents.

LEARNING ACTIVITY(IES):

1. Attach large envelopes, as pockets, on a bulletin board. Label the pockets with basic headings, as:

   - explorers
   - early settlements
   - early leaders
   - major documents
   - Revolutionary War
   - Civil War

   Encourage children to read widely on all the topics. At the end of each reading period have the children deposit summaries, listings of resources and references in appropriate pockets on the bulletin board.

   At specified times, have editorial committees examine the contents of the pockets and prepare oral summaries for class review and discussion.

2. Divide class into groups. Have each group find information about transportation methods for specific time period, i.e.,

   Pre-Columbus (Indian)
   1500 - 1600
   1600 - 1700
   1700 - 1800
   1800 - 1900
   1900 -

   Have groups present findings to class in written and oral forms.

   Make class time-line for transportation with a visual contribution from each group.

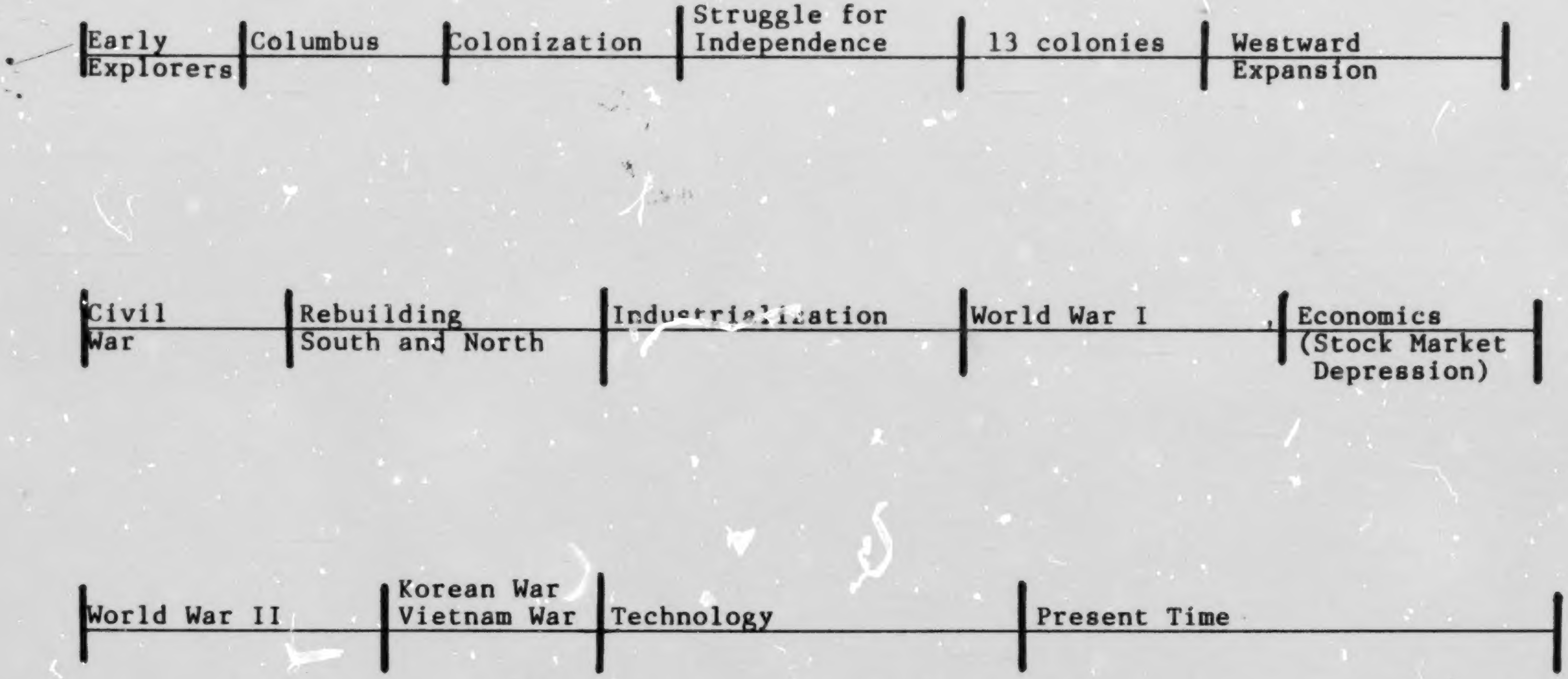
3. Construct a continuous time line (see attached sheet) to be used throughout the year. Information may be inserted on time line as needed.

RESOURCES:

1. REMC-9 # 060754 FS Famous American Women
2. REMC-9 # 060775 SP Famous Black Americans
3. REMC-9 (other films in Famous American Series)
4. REMC-9 # 204394 FS Transportation (a detailed history)
5. REMC-9 # 204576 FS Transportation in the Past
6. REMC-9 # 274287 MP America-1776.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

CONTINUOUS TIME LINE


Early Explorers
Columbus
Colonization
Struggle for Independence
13 colonies
Westward Expansion
Civil War
Rebuilding South and North
Industrialization
World War I
Economics (Stock Market Depression)
World War II
Korean War
Vietnam War
Technology
Present Time

Knowledge Objective 5a

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : **Understand urban, rural and suburban development.**

Example: Town and city growth, immigrants, transportation, isolation, population density.

LEARNING ACTIVITY(IES):

Have students locate information about the terms: village, town city, suburb, metropolitan area.

Students will complete the following information for each term:

- approximate population
- description of government
- types of services (postal, fire and police, etc.)

Class discussion in terms of "how" and "why" towns progress to cities and then to "metropolitan areas."

RESOURCES:

Textbook
Encyclopedia

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE c : Understand the impact of technology on society.

Example: Industrialization, specialization of labor.

LEARNING ACTIVITY(IES):

1. After viewing media or reading materials that depict pioneer life, elicit from students information in the following categories and list on retrieval chart:

Category	Pioneer Days	Present Time
Tools		
Food Preparation		
Cleaning		
Home Building		
Home Furnishing		
Transportation		
Communication		

2. Have students identify some of the factors which resulted in changes listed above.

RESOURCES:

1. REMC-9 # 271053 SF Pioneer Community-Crafts.
2. REMC-9 # 271056 SF Pioneer Community-Farm Life.
3. REMC-9 # 271052 SF Pioneer Community-Foods.
4. REMC-9 # 164264 MP Pioneer Home.
5. REMC-9 # 272272 MP Heritage.
6. REMC-9 # 013900 MP American Farming-Yesterday and Tomorrow.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE d : Understand changes in racial/ethnic relations.

Example: Slavery, Emancipation Proclamation, desegregation reconstruction, Jim Crow, busing.

LEARNING ACTIVITY(IES):

1. After viewing visuals, listening to recordings, and/or reading selected materials about the 1956 Montgomery Boycott, students will be grouped and within their groups make retrieval charts for the following questions:

   What was the central problem?

   Who were the main personalities?

   How was the problem solved?

   What was the learned by the main personalities?

   How did this event change people relationships in Montgomery?

   How did it contribute to race relations in the United States.

Share findings with total class. Discussion.

RESOURCES:

1. REMC-9 # 131823 AS Martin Luther King.
2. REMC-9 # 131825 CT Martin Luther King.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE e : **Understand changes in female and male roles.**

Example: Woman's vote, ERA, interrelations among spouse/parent/career/volunteer, changes in female and male roles.

LEARNING ACTIVITY(IES):

1. Make chart concerning careers:

Career	Male	Female
Nurse		
Doctor		
Construction Worker		
Truck Driver		
Secretary		

Have students check either male or female if they regard this career as particularly one or the other.

Have students brainstorm to list any other occupations that are exclusively male or female. Discuss as a class, agreements or disagreements.

RESOURCES:

1. Career cards
2. REMC-9 # 087120 TR Husband Who Was To Mind The House.
3. REMC-9 # 271843 MP Jobs in the City-Women at Work.
4. REMC-9 # 236942 TR Women in the World of Work.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5.: **Understand the history and present state of own and other cultures.**

OBJECTIVE f: **Understand changes in family, work and population patterns.**

Example: Single parents, working mothers, job availability, cultural diffusion, mobility, different family structure, increased life expectancy.

LEARNING ACTIVITY(IES):

1. Have students work in groups to brainstorm and list types of family structures found in their neighborhood.

   - mother, father, children
   - mother, children
   - father, children
   - aunt, grandmother, children

   Note differences.

2. Have students also check those family members who work. Present statistics to class to show how work patterns have changed. Discuss changes and possible reasons for same.

RESOURCES:

1. REMC-9 # 274170 MP Families-Earning and Spending.
2. REMC-9 # 271268 MP Family.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE g : Understand persistent social problems.

Example: Prejudice, social status, impact of martial changes, relationship of younger and older, nursing home, drug abuse, crime.

LEARNING ACTIVITY(IES):

1. Discuss the definition of prejudice as:
   - the disregard of, or failure to honor, a person's rights.
2. After viewing selected filmstrips, students will discuss:
   - Whether a particular group suffered from prejudice.
   - In what form the prejudice existed.
   - The effect prejudice had upon the group.
3. Develop a retrieval chart for summarizing findings of #2, above.

GROUP	FORM OF PREJUDICE	EFFECTS OF PREJUDICE

RESOURCES:

1. REMC-9 #082470 TR Heritage of Honor-Negro History
2. REMC-9 #134416 SF Minorities Have Made America Great.
3. REMC-9 #273300 MP Minority Pioneers- A Western Anthem
4. REMC-9 #271085 SF American Indians of the North Pacific Coast-How They Changed.
5. REMC-9 #014310 MP American Indians of Today.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand the development of education institutions.

Example: From education (1-6) as a choice to required attendance-age 16; cost of schools, changes in schools, descriptions of boards of education.

LEARNING ACTIVITY(IES):

1. View pictures of one-room schoolhouse and modern schoolroom. Have students list similarities and differences.

2. Have students interview grandparents or other older persons for information about educational practices as they remember them.

3. Make a retrieval chart to show likenesses and differences in pioneer and contemporary schools.

    - location
    - size of class
    - materials and equipment
    - curriculum (class divisions, subjects)
    - daily schedule
    - playground activities
    - report cards

RESOURCES:

1. REMC-9 # 271054 SF Pioneer Community Schools and Recreation.
2. REMC-9 # 037180 CT Could You Be-A Teacher.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE i : Understand development of religious institutions.

Example: Established religions, cults; changes and continuity in life styles; Pilgrims, Mormons.

LEARNING ACTIVITY(IES):

1. Have students view films or filmstrips about religious practices of pioneer family. Then have them brainstorm about their own family religious practices.

   Elicit responses to:

   - who was responsible for religious training then? now?
   - where was religious training given then? now?

2. Divide into groups. Have each group select another country to research for answers to same questions, as in #1, above.

RESOURCES:

1. REMC-9 # 274346 MP Amish-A People of Preservation.
2. REMC-9 # 271148 SF Hanukkah.
3. REMC-9 # 185096 MP Roger Williams-Founder of Rhode Island.
4. REMC-9 # 197986 MP Story of the Pilgrims Pt.1 - Pilgrim's Travels
5. REMC-9 # 197987 MP Story of the Pilgrims Pt.2 - Pilgrims in America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5. : Understand the history and present state of own and other cultures.

OBJECTIVE j : Identify changes in a society and consequences of these changes.

Example: Slavery-desegregation, court battles, riots, sit-ins, marches, changes and continuity in life styles, predictions for city.

LEARNING ACTIVITY(IES):

1. Research the development of own city. Have guest speakers talk about changes in city that they have observed in their life-time and how these changes have affected the city's traffic patterns, population and business.

   List changes on retrieval chart.

CHANGES	CONSEQUENCES

RESOURCES:

Guest speakers

Media about city

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 5-Unit V

THIS LAND IS MY LAND

In this unit, students will discover that where they live and how they live is affected by their geographical location. The effects of pollution, availability of natural resources and spatial relations will be presented and analyzed.

Geography
Knowledge goal 8.

Five Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the environment is an integrated system which includes human beings.

Example: Food chains, limited resources, how we use resources, alternate ways to provide resources.

LEARNING ACTIVITY(IES):

1. Have students write their ideas about how each visualizes his/her world, what is valued most, what is seen as a problem, and what is hoped for when each reaches adulthood.

   As children share their ideas with the class, discuss similarities and differences and the reasons for their decisions.

RESOURCES:

1. REMC-9 #370843 MP Environment.
2. REMC-9 #036400 FS Conservation.
3. REMC-9 #036398 SF Conservation-Some Problems We Face.
4. Duffey, Eric, Conservation of Nature. New York: McGraw-Hill Book Company, 1970.
5. Pringle, Laurence, The Only Earth We Have. New York: MacMillan Publishing Company, Inc., 1969.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 8 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.

Example: Pollution, extinction, why people settled here.

LEARNING ACTIVITY(IES):

1. How do natural resources affect our lives?

Guide a discussion and write key words on the chalkboard.

Have students prepare a mural or a bulletin board showing human needs and the natural resources needed to supply the needs.

RESOURCES:

1. REMC-9 #087072 MP Hunter and the Forest, Story Without Words.
2. REMC-9 #373267 MP Solar Generations.
3. REMC-9 #272361 SF Ecology-Man Made Communities.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 8 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand relationships between the location of human activities and the natural environment.

Example: National Parks, environmentalists, why people settled here (food, resources, recreation).

LEARNING ACTIVITY(IES):

1. Make maps showing the physical characteristics of the community and/or county.

   Add map symbols to show the types (and locations) of human activities that prevail, such as farm land-agriculture, lakes and rivers-fishing, recreation, etc.

RESOURCES:

1. REMC-9 #136500 MP Mountains-A First Film.
2. REMC-9 #136464 MP Mountain Men.
3. REMC-9 #183926 MP River Run.
4. REMC-9 #370152 MP River Valley.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : Understand the influence of the natural environment on human beings.

Example: Volcanoes, earthquakes, floods, droughts, fires, erosion, natural resources.

LEARNING ACTIVITY(IES):

1. Discuss with students the hydrologic cycle (DEFINE) and how it affects the way man lives and functions. Chart the hydrologic cycle on the chalkboard. Follow a drop of water through the cycle. List the important aspects of the hydrologic cycle that affects human activities.

   (Hydrologic cycle = water cycle.)

RESOURCES:

1. REMC-9 #272234 MP Forest Fire.
2. REMC-9 #274610 MP Mississippi River-Revised.
3. REMC-9 #273395 MP Water-The Common Necessity.
4. Hydrologic cycle chart may be found in: Lounsbury, John F., and Ogden, Lawrence, Earth Science. New York: Harper & Row Publishers, 1979, p.277. and Strahler, Arthur N. Introduction to Physical Geography. New York: John Wiley & Sons, 1965.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE **GRADE** 5 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Understand influences of the natural environment on the shaping of culture.

Example: Basic needs, settlement requirements, zoning, resources.

LEARNING ACTIVITY(IES):

1. On a Michigan map, point out the areas where various ethnic groups live.

   Working in small groups, have each group plot a map showing where one or more ethnic groups have located in the state. For example, Dutch - Allegan, Ottawa, Kent and Kalamazoo counties; Finnish - Ontonagon, Houghton, Baraga, and Keweenaw counties.

RESOURCES:

1. REMC-9 #036398 MP Conservation-Some Problems We Face.
2. REMC-9 #271101 MP American Indians of the Northeast-How They Lived.
3. REMC-9 #271089 MP American Indians of the Plains-How They LIved.
4. REMC-9 #370853 MP Argibusiness.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Understand how societal actions and decisions affect the natural environment.

Example: Land developers, oil companies, pollution.

LEARNING ACTIVITY(IES):

1. Show pictures which illustrate basic needs such as air, water, food, clothing, shelter, and rest.

   - Why are clean air and water so important to us.

   Michigan is endowed with an abundance of fresh water. With the students, list the many uses (residental and industrial) that we have for water.

   - What can be done to insure that our water is sufficiently clean?

2. Show the film, The River That Came Back, available from Consumers Power Company, 212 W. Michigan Ave., Jackson, MI 49201

RESOURCES:

1. REMC-9 #275138 MP Oil and Its Products.
2. REMC-9 #140255 MP National Parks-American Heritage.
3. REMC-9 #270160 MP Man's Basic Need-Natural Resources.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE g : Understand that a natural environment can serve varied needs.

Example: Food, housing, recreation, industry, production of goods.

LEARNING ACTIVITY(IES):

1. Show multiple uses that can be made of a state or national forest:
    - forest products (several types)
    - wildlife habitat
    - outdoor recreation
    - watershed management
    - mineral extraction
    - others
2. Show film, The Missing Forest.

RESOURCES:

1. Chart, What We Get From Trees, Michigan Department of Natural Resources, Lansing, MI 48926. Also maps showing range of wildlife habitat.
2. Film, The Missing Forest, Georgia-Pacific Corporation, Education Film Library, 900 S.W. Fifth Avenue, Portland, Oregon 97204. Film is free, borrower pays the return postage.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE h : Recognize the potential of various societies to use and abuse the natural environment.

Example: Industry, slaughter of buffalo, arsonists, chemical warfare (farming), pollution, natural resources.

LEARNING ACTIVITY(IES):

1. The natural habitat is subdivided and used for residential development.

   - What happens to the wildlife?

2. Creative writing activity. Have each student pretend that he/she is an animal who has lost its home and its source of food as a result of change in the land.

   - How does the animal adapt to the change?

3. Read to the students or have them read The Shady Glade or other appropriate stories.

RESOURCES:

1. REMC-9 #036388 SF Conservation-Our Forest.
2. REMC-9 #036390 SF Conservation-Our Grasslands.
3. The Shady Glade, Michigan Environmental Education Association, Box 30028, Lansing, MI 48909.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE i : Understand that human uses of the natural environment are limited.

Example: Extinction, pollution, energy sources, space availability for housing, new highways, shopping centers.

LEARNING ACTIVITY(IES):

1. Have a representative from the County Planning Commission to speak to the students about land use limitations in the county and why some areas are more suitable for some purposes than others.
2. Have students write a short essay about how a natural feature in the state limits growth. As an alternative some students can map an imaginary natural feature.

RESOURCES:

1. REMC-9 #036394 SF Conservation-Our Soil.
2. County Planning Commission maps.
3. Harris, Ruby M., The Rand McNally Handbook of Map and Globe Usage.
4. Map Skills, Book F., Los Angeles: Bowmar/Noble Publishers, Inc., 1977.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE j : Understand effects of the worldwide limitations of nonrenewable resources.

Example: Oil, coal, air pollution.

LEARNING ACTIVITY(IES):

1. To help students understand that some resources are renewable, and some are not, explain that if man uses all the oil on earth, he cannot "grow" more. Minerals are non-renewable resources. Discuss ways that we can conserve oil.
2. On an outline map of Michigan have students plot areas where oil is found and where it is currently being extracted.
3. Show film, Rethinking Tomorrow

RESOURCES:

1. REMC-9 #275141 MP Conserving Our Natural Resources.
2. Energy Kit, Michigan United Conservation Clubs (MUCC), Lansing, MI, 1978.
3. Film, Rethinking Tomorrow, free from U.S. Department of Energy, Film Library, P.O. Box 62, Oak Ridge, TN 37830 Borrower pays the return postage.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE k : Recognize the costs and benefits of alternative uses of the natural and man-made environment.

Example: Solar energy, synthetic fuels, wind power, genetic work.

LEARNING ACTIVITY(IES):

1. Given a particular piece of land, have students list all possible alternative uses for that land.

   For each use, have them discuss how it affects other uses.

   Have students discuss which uses are the most important and why.

2. Show film, To Care For This Land.

RESOURCES:

1. REMC-9 #036392 SF Conversation-Our Minerals and Energy Resources.
2. REMC-9 #013800 FS America the Beautiful.
3. Our American Land, The Story of Its Abuse and Conversation Bulletin No. M-596. Department of Natural Resources, Lansing, MI

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Locate important natural features, cities and nations.

Example: Coal beds - East Midwest; forests - Northwestern Great Lakes, Oil - Southwest; agricultural land - Midwest; fishing - West & East Gulf.

LEARNING ACTIVITY(IES):

1. Explain what is meant by natural or physical features of the earth. (The study of the physical features of the earth is known as the science of geomorphology.)

2. Show the differences between a physical and political map.

3. On a physical-political outline map of the United States, have each student locate and identify the major mountains, rivers, and cities.

4. On a globe or world map, help students identify the major nations.

RESOURCES:

1. REMC-9 #033888 FS Cities and Commerce.
2. REMC-9 #330936 MP Cities and Geography-Where People Live.
3. REMC-9 #275217 MP Coal-The Rock that Burns.
4. REMC-9 #271865 MP Forest People.
5. REMC-9 #275206 MP Fish-the Food with a Catch in it.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE m : Understand environmental problems and possible solutions to those problems.

Example: Solar energy, pollution, EPA.

LEARNING ACTIVITY(IES):

1. Have students list the major environmental problems involving air, land use, and water resources.

   Have a panel discussion dealing with solutions to the problems.

2. Show the film, Rethinking Tomorrow.

RESOURCES:

1. REMC-9 #036396 SF Conversation-Our Water and Air.
2. REMC-9 #273123 MP Energy-Harnessing the Sun.
3. REMC-9 #272228 MP Pollution.
4. Film, Rethinking Tomorrow, free from U.S. Department of Energy, Film Library, P.O. Box 62, Oak Ridge, TN 37830 Borrower pays the return postage.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 5-Unit VI

MY MONEY AND ME

The student who participates in this unit will learn about the importance of the economic system and how money is used in it. He/she will develop the basic skills necessary to become a competent consumer of goods and services.

Economics and Consumer Education
Knowledge goals 6 and 7.

Four Weeks
One hour, daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE a : Understand basic economic concepts.

Example: Money, purchase power, free enterprise, limited resources.

LEARNING ACTIVITY(IES):

1. Divide the class into two groups.

   Ask one group to make a list showing items that they "need" in order to live.

   Ask the other group to make a list showing items they "want".

   The two groups can write their lists on a chalkboard and follow up with a discussion. It will probably be necessary to make adjustments based on discussion.

   Also follow up this activity with a discussion of the basic economic problem--limited resources, unlimited wants.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : **Understand economics and economic systems.**

OBJECTIVE b : **Understand the basic functions of any economy.**

Example: Taxes, budgets, allotments.

LEARNING ACTIVITY(IES):

1. Have students survey their homes to find how many different items were made in other countries.

   These items may include cars, clothing, cameras, radios, roads, and other products.

   Make a chart with the data furnished by the students to see how many countries they count on for their homes and families.

   Discuss why we buy products made in other countries.

   Discuss what the buying of products made in other countries does to our economy.

   This activity should lead to further discussion concerning the three basic questions that every economic system must answer:

   -what to produce
   -how to produce
   -for whom

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE c : Understand how a market economy works.

Example: Retail store.

LEARNING ACTIVITY(IES):

1. Divide the class into two groups. Both groups will devise plans to form a business-to sell pencils, paper, lemonade, or any other produce that the students decide upon.

   Have each group make plans leading to the most efficient way of obtaining and selling its product for the most profit while still being competitive and staying in business. Plan:

   - -what to produce
   - -how to produce
   - -for whom

   In addition, students will have to:

   - -decide on the best way to obtain items needed for the product at lowest costs
   - -how to advertise/how to sell
   - -how to decide on the price
   - -how to make a fair profit without raising prices to the point at which no one wants the product

   After both groups have made the plans, have them explain their plans. Follow-up with discussion of possible outcomes of both plans.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 6-: Understand economics and economic systems.

OBJECTIVE d : Understand the role of money in the economy.
Example: Inflation, taxes, medium of exchange.

LEARNING ACTIVITY(IES):

1. Introduce the concept of bartering to students. Explain how the bartering system was used as a means of acquiring goods before money was used as a medium of exchange.

2. Develop the concept of bartering through group activities involving students.

   Choose two groups (four to a group) to begin activity. Choose two commodities, such as cloth and sandals. Explain that each needs the other's commodity -- they must come to an agreement on how much to trade.

   After they have bartered and come to an agreement, introduce two more groups. Example: group three has cows and group four has wheat. The process begins all over again except now there are four groups, then six, and so forth until the entire class is involved.

3. Have students summarize findings.

   -what did you learn about bartering?
   -was it equal? fair? workable?

4. Explain how money came into being. Example-weight, size, shape, ease of using.

RESOURCES:
1. REMC-9 #135840 MP Money and Its Uses.
2. REMC-9 #274321 MP Money, Money, Money.
3. REMC-9 #273066 FS Money Makes Cents.
4. REMC-9 #273067 FS Money Needs Managing.
5. REMC-9 #273065 FS Money Has Meaning.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE e : **Understand factors that influence economic behavior.**

Example: Stock market, inflation, interest rates, lay-offs, oil prices, strikes, war, slavery.

LEARNING ACTIVITY(IES):

1. Divide the class into two or three groups, classified as follows:

   Hungry Group -- the people in this group have had only one meal a day for the last week. They have very few clothes.

   Well-Fed Group -- The people in this group get to eat all they want. They have enough clothes to get by and they have a place to sleep.

   Have-a-Lot Group -- The people in this group have all they want to eat, lots of clothing, a nice place to sleep, a car, television, and just about anything they want.

   Have the groups discuss what they would do if they had $500.00 to spend. Students can put lists on the chalkboard.

   Then, have students discuss how they arrived at their decisions. With the teacher's help, who students that their spending the money might relate to:

   -obtaining basic needs (food, clothing, shelter)
   -personal values
   -values based on lifestyles
   -values based on differing cultures
   -long or short range planning
   -limited resources/unlimited wants

2. Situation - Father made 45,000.00/year. Job was eliminated. Has to pay bills. What bills would have priority? What changes would have to be made?

RESOURCES:

1. REMC-9 #135856 MP Money In the Bank-And Out.
2. REMC-9 #273065 FS Money Has Meaning.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE f : **Understand economic concepts as they apply to individual decision-making.**

Example: Purchase power, interest rates.

LEARNING ACTIVITY(IES):

1. One economic concept relates to scarcity. Conservation of natural resources with an aim toward saving resources and money is a worthy outcome of economic education.

   The following discussion relative to energy can proceed as follows:

   Have the students ask their grandparents, parents or guardians the ten items that used electric energy the most in their childhood.

   Then ask the students to list the ten items that use electric energy in their homes today.

   Through discussions arrive at alternatives for increased electrical usage.

   10 Items That Use The Most Electricity

Parents, guardians or grandparents	In my own home today
1.	1.
2.	2.
3.	3.

2. Do a similar comparison of food items, Then and now.

RESOURCES:

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE g : Understand the historic and current role of labor in our economic system.

Example: Labor unions (U.A.W.), National Education Association.

LEARNING ACTIVITY(IES):

1. Have the students find out why people become members of labor unions.

   Students can determine these reasons by asking:

   - parents
   - relatives
   - teachers
   - friends

   Students might use this as a writing activity and request this information in writing from a nearby labor organization.

   After students have had sufficient time to compile the information, discuss findings in class.

RESOURCES:

1. See Labor Unions listing in telepone directory.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.
Example: Interest rates, inflation, availability.

LEARNING ACTIVITY(IES):

1. Divide class into teams according to specific products. Have each student in each team select a specific store to visit in order to determine where the assigned product is placed in the store. Each student should prepare a sketch and written description of how the product is displayed, and each team should prepare and present a group report on how different stores displayed the team's assigned or chosen product.

   Class discussion should be directed to an awareness of the significance of display position, and an analysis of why specific products are placed in particular locations.

2. Situation - Crop damage to lettuce.
   Lettuce is not as plentiful.
   Prices go up.

   -why did prices go up?
   -what can bring prices down?

RESOURCES:

1. Problems for Young Consumers, filmstrips and cassettes, from Sterling Education Films (S,T)

2. Economics and Our Community, a resource unit for grades 4, 5 and 6, edited by George G. Dawson, from the Joint Council on Economic Education, $2.00 (T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b : Give examples of their own limited resources and limited wants.

Example: Personal abilities and ambitions, money supplies vs. unlimited wants.

LEARNING ACTIVITY(IES):

1. Ask students to prepare a list of gift-giving occasions and the individuals to whom they like to give something each year. For each person and occasion, have students select

    - -a gift they would like to give for each occasion if money were no object, and the estimated cost of that gift (provide catalog for reference)
    - -an appropriate gift costing between $5 and $10. Give the estimated cost.
    - -an appropriate gift for each occasion costing less than $2, and the estimated cost.

    Have students total the cost of gifts in each category.

    Discuss the range of choices, the necessity for making purchase within given limits, the variations in costs between different stores and between products in each store.

RESOURCES:

1. Choice, film from the Trade-Off Series by the Joint Council on Economic Education, lesson #1 (S,T)
2. Consumer Education for the Elementary Grades, filmstrips and cassettes from Centrol films (S,T)
3. Master Curriculum Guide, Part II: Strategies in Teaching Economics, Intermediate level (Grades 4-6), from the Joint Council on Economic Education, $6.00 (t)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 7. : **Understand how to be an effective producer and consumer of goods and services.**

OBJECTIVE c. : **Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.**
Example: Newspaper ads and coupons.

LEARNING ACTIVITY(IES):

1. Have group of students select a product of personal interest for a comparison shopping study, such as blue jeans, records, bicycles or milk shakes. Using appropriate references and information about comparison shopping, have each group prepare a shopping plan listing:

   -criteria to consider for a fair comparison
   -specific stores to be visited, called or ads used.

   Each group should discuss its findings and prepare a report for the class of their recommendations according to different appropriate factors (cost, durability, flavor, styles, quality).

RESOURCES:

1. The Price is Right or Is It? Film from Sterling Educational Films (S,T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.

Example: Newspaper ads, coupons, door-to-door, propoganda.

LEARNING ACTIVITY(IES):

1. Show filmstrip "It's the Law" on the Michigan Consumer Protection Act, and assign each student in the class to one of the 29 prohibited deceptive or misleading practices described. (Alert students in advance, and make assignments in sequence according to seating plan or other easy-to-follow system.) Have students ask at home whether family members know of examples of the prohibited practice assigned, and discuss ways to avoid the problem. Each student should prepare a graphic illustration of the prohibited practice with a brief description or explanation of it for a bulletin board and/or report to the class. Emphasize that prevention or avoidance of these problems is much preferable to letting oneself be deceived and then seeking redress.

2. Show film, Owl Who Gave A Hoot.

   -what unscrupulous sales practices were shown?
   -what consumer awareness strategies were suggested?
   -how do you and your family practice consumer awareness?

RESOURCES:

1. REMC-9 #272235 MP Owl Who Gave A Hoot.
2. It's the law, filmstrip, cassette and teaching module from the Michigan Consumer Education Center, $15.00 (S,T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 5-Unit VII

LET'S SEEK OUT MANKIND

In this unit, the student will recognize the diversities present within a community. The student will compare and contrast sub-cultures within his group. The student will discover that these differences contribute many worthwhile attributes to the culture as a whole.

Sociology and Anthropology
Knowledge goals 4, 10 and 11.

Seven Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 4 : **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE a : **Understand the concept, 'culture.'**

Example: Customs, common way of living, common bond.

LEARNING ACTIVITY(IES):

1. Choose major cultural groups Spanish, Black, White, Japanese, Germans, Vietnamese, Polish..

   Have students draw or paint a picture, make a collage, or create a mural that tells the class something about a particular aspect of culture.

   Display the following chart on the bulletin board and place each student's art work in the proper column.

Family	Religion	Make A Living	Gov't	Food	Shelter	Clothing	Arts	Re-creation

2. Make a new chart, as above, and fill in information using texts for each culture.

   After completion of the activity, compare and contrast the different ways in which cultures meet their needs. Let the students draw the conclusion that there are universals in every culture.

RESOURCES:

1. REMC-9 #012550 MP Alaskan Eskimo.
2. REMC-9 #274140 MP African Community-the Masai.
3. REMC-9 #133408 MP Mexican Boy-Story of Pablo.
4. Variety of Supplementary Social Studies Textbooks.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

3. Using majority rule, have students choose 3 of the cultures (Spanish, Black, White, Japanese, German, Vietnamese, Polish) other than their own, to role model for a day. Show films about those 3 cultures.

Use:

1) Some form of dress - use crepe paper or butcher paper.
2) Some form of food - have parents assist
3) Some form of art (art, music, dance)
4) Take pictures of the entire activity

As final activity, display pictures on bulletin board and discuss how they felt "being in that culture" for the day.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 4. : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE b : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
Example: Diversity of jobs, homestyles, environment, heritage.

LEARNING ACTIVITY(IES):

1. Divide the class into four groups to study about specific cultural groups such as the Hopis, the Navajos, the Ottawas, the Chippewas, the Sioux, the Commanche, the Eskimos.

   Discuss how people everywhere have the same basic needs for food, shelter, clothing, or recognition.

   Have the students prepare a chart showing how each of the four groups satisfies the basic needs.

   After completing the chart, discuss:

   -How are the various cultural groups the same?
   -How are they different? Why are they different?

2. List different groups - farm family, inner-city family, middle-class family, upper-class family

   Complete the chart for each group.

INCOME	FAMILY STYLE	SOCIAL GROUPS	FOOD	HOMES	RECREATION

RESOURCES:

1. REMC-9 #092054 MP Indians of the Plains-Present Day Life.
2. REMC-9 #272129 MP Indians of California-Pt. 1 Village Life.
3. REMC-9 #272130 MP Indians of California-Pt. 2 Food.
4. REMC-9 #271104 SF American Indians of the Northeast-Life Today.
5. REMC-9 #274346 MP Amish-A People of Preservation.

USE BACK OR SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Compare and contrast how each group has met its needs but in different manners.

(4) Using the information given, have students draw a hypothesis as to which group will be more successful in meeting its needs.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 4 : **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE c : **Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.** Example: Basic foods of common people, styles of clothing and shelter, etiquette.

LEARNING ACTIVITY(IES):

1. Using an opaque projector show at least four different pictures of clothing from four different cultural groups. Identify the culture/country represented by each costume. Elicit responses from the students as to which costume they like best. (Do not use American examples because the students will tend to select subjectively rather than objectively).
   Discuss: Why do you think these cultures have these particular dress codes?
   Is one of the costumes better than the others? Why or why not?
   Why may the preceding question be a difficult one to answer?

2. Repeat the procedure in step one, substituting clothing pictures with pictures of various shelters.
   Discuss: Why do different places have different dwellings?
   Is one form of dwelling better than the rest? Why?
   Which dwelling do you think best fits with its surroundings? Why?

3. Read to the students a book of poems written by children all over the world. Ask them to listen for clues to the customs and values of the country and/or cultural group as evident in the poems. Compare and contrast several poems written on the same topic.

4. List the three basic cultures of the United States-White, Black, Spanish. Make a chart as follows:

RESOURCES:

1. REMC-9 #270207 MP Holidays Your Neighbors Celebrate.
2. REMC-9 #275121 MP Food Around the World.
3. REMC-9 #083640 FS Home in a Mexican Town.
4. Lewis, Richard. Miracles. New York: Simon and Schuster, 1966. A collection of poems written by children of the English speaking world.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Holidays	Family Style	Dress	Religion

Compare and contrast the differences.

Ask following questions:

- -Do their ways of living make them more superior, or less?
- -Provide information about Marie Curie, Bright Eyes, Rosa Parks, Marian Anderson, Barbara Jordan and relate how they were treated and how they became famous.
- -Hypothesize how this idea of superiority is misleading.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.

Example: Love, security, achievement, recognition.

LEARNING ACTIVITY(IES):

1. Provide a list of jobs with salaries listed. Each student chooses one that he would like to do. Have students answer the following questions:
    Why do you want that job?
    What do you have to do to get there?
    Would you sacrifice to get it?
    Would you be attaining something higher than your parent?
    Would you be willing to help other family members, once you attain your goal ?

2. Referring back to information gained under Knowledge Objective 4B, Activity 2, consider whether someone in each group would be able to attain your goal. Would it be easier or harder for those persons than for you? Justify your answer.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE **GRADE** 5 I

GOAL 4 **:** **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE e **:** **Understand that within a society, there may exist one or several subcultural groups.**
Example: U.S. as a pluralistic society; races, nationalities, ethnic groups.

LEARNING ACTIVITY(IES):

1. Display pictures of subcultural groups such as the Amish, the Hutterites, the Applachians, the Cajuns, the Quakers, the Mennonites.

   Identify where they are located on a map.

   Construct a retrieval chart listing at least 4 of the following:

Lifestyle	*Language*	*Work & Jobs*	*Religion*	*Clothing*	*Foods*	*Recreation*	*Homes*	*Geographic Location*

   Discussions:
   - -Compare and contrast the life style of these (or any other subcultural group) from the main culture.
   - -How does the group manage to resist change and cultural diffusion?
   - -How do they manage to abide by the rules and regulations of the main culture?
   - -Can you identify other subcultural groups in our country?

   Invite a guest who is a representative of a subcultural group to speak to the class and possibly show slides.

RESOURCES:

1. Hostetler, John A. Amish Life, Mennonite Life, Hutterite Life, Herald Press, Scottdale, Pennsylvania.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 4. : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE f : Understand that within a culturally pluralistic society, there exists different ethnic, racial, and religious sub-groups.
Example: Blacks, Hispanics, Catholicism, Christianity, Mormons, Indians.

LEARNING ACTIVITY(IES):

1. Have the students make a survey of their community:

List all of the different religious buildings.
List all the ethnic social centers.
List all of the ethnic restaurants.
Check the census reports for the ethnic composition of the community.

Using the information gathered, relate how these sub-groups must associate with the main society. Use instances where all must comply with rules and regulations of the American system, regardless of ethnic, racial or religious background.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 4 : Understand diverse human cultures, customs, beliefs and value systems.

OBJECTIVE g : Recognize that social-cultural change may create varying degrees of resistance and conflict.
Example: Desegregation, family culture vs. outside culture.

LEARNING ACTIVITY(IES):

1. Read to the students short stories dealing with cultures undergoing changes, such as the Eskimos, Lapps, the Chippewas, the Hawaiians. Discuss.

   -In what way(s) were the people in the group different from the "outsiders"?
   -How were the lifestyles changed by the outsiders?
   -Did they have to change when new people came in with different ideas? How else could they have acted?

   Let's suppose that a group called the "Onlangs" came to our state of Michigan and supported the following ideas:

   -that children should be sent to boarding schools and visit their parents every two months.
   -that no meat be eaten, only plants and vegetables.
   -that everyone must wear the same uniform dress.

   Which of these situations could our society accept? In what way(s) would our culture change if we accepted any of them?

2. Read the story "Come Look" (The Soup Stone); then discuss:
   1. What were the family member's reactions to the new object (a mirror)?
   2. If the secretary had not discovered the truth about the mirror, how could the mirror's power be explained?
   3. How did the mirror change the lives of these people?
   4. In what ways would we be different if we had NO mirrors? Do you think we would be better off?

RESOURCES:

1. Stoutenburg, Adrien, People In Twilight: Vanishing and Changing Cultures.
2. Leach, Maria, Soup Stone The Magic of Familiar Things. New York: Funk and Wagnalls Co., 1954.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

3. Present situation.

Billy is 11 years old His family makes a modest income. Billy always has clean neat-looking clothes. He is going to be 12 years old. He wants a new bike but his father says it's too expensive now to get one. The "Kool Gang" is a group of boys at Billy's school. They do not always follow rules and Billy has seen them steal things from the local store. The "gang" likes Billy and wants him to join, but Billy knows many of the things they do are wrong. Billy tells them of his problem of a new bike. The leader of the gang tells Billy he'll get him one if he joins the club.

Present these questions to the class and predict outcome.

1. Do you think Billy should join the gang? Explain why or why not.
2. How do you think the gang will get the bike?
3. What do you think will happen when/if Billy comes home with the bike?
4. How do you think Billy's father will act?
5. Predict what you think will be the final outcome?
6. Why is it hard to make decisions?
7. Now pretend you're Billy and answer questions 3,4 and 5 again?

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE h : Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.

Example: Desegregation, ERA, W.W. II (Japanese), migrant workers, involvement.

LEARNING ACTIVITY(IES):

1. Using the resources available in the school library, have the students identify at least two "strange and unusual" ways of doing things and/or behaving that are found in another culture.

   The students will then share these different practices and beliefs with the class. After each presentation, discuss why this custom and/or belief occurs in this particular culture. The basic needs are the same, but the way in which they are met differs.

   The examples can be collected and posted on a bulletin board with the title "PEOPLE DO STRANGE THINGS? NOT REALLY".

2. The same assignment can be made using strange and unusual practices from the American culture. The same discussion would follow each presentation.

RESOURCES:

1. National Geographic Magazine.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE a : **Identify the variety of institutions and groups people form and the functions of those institutions and groups.**

Example: Labor unions, ERA, EPA, NAACP, Human Rights Commission, Jr. League, environmental groups. Why: mutual interest, need, belief, values, power.

LEARNING ACTIVITY(IES):

1. The teacher or the students should select pictures from a set, or out of magazines, that depict a variety of institutions and/or groups.

Institutions	Groups
School	Boy Scouts
Police Department	Girl Scouts
Fire Department	Soccer clubs
Church	Computer clubs
	Band
	Student government

After showing the pictures to the class, have the students identify the institution or group which the pictures depict. After each identification, discuss the functions of the institution and/or group.

2. Divide the class into small groups. Have each small group do a mini-report on an institution or group and present it to the class.

RESOURCES:

1. Picture sets or pictures out of magazines.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 10 -: Understand the organization of human societies.

OBJECTIVE b : Understand why human beings form institutions and groups.

Example: Political power, recreation, information, human needs.

LEARNING ACTIVITY(IES):

1. Have students list those institutions or groups to which they belong.

   Record those answers on the chalkboard or a retrieval chart. (A chart that is used to go back and get information from.)

   Choose 2 or 3 examples of the institutions or groups listed. Have the class discuss why the people in each institution or group would want to belong to that particular institution or group.

   After the discussion in step 3, ask the students if they can made a generalization as to why human beings form institutions and groups.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 10 ; **Understand the organization of human societies.**

OBJECTIVE c ; **Understand the relationships among institutions, groups and individuals.**

Example: Individual to local union to national union; individual to family to school to team; conflicts, support.

LEARNING ACTIVITY(IES):

1. Have the students list groups that they belong to. Record those answers on the chalkboard or a retrieval chart.

   Have the students state reasons why people belong to those groups.

   Give the student drawing and writing paper. Have the students choose one group that they belong to or would like to join. Have the students write an essay on what it would be like to be a member of that group.

2. Each child should complete a chart listing all of the groups that he/she belongs to now - then add what he/she would like to join.

Family	School	Church	Teams	Clubs

Have students answer the following questions:

Why do you belong to each group?
Theorize what would happen if you belonged to all the groups you wanted to?
Would their be conflicts in belonging to all the groups?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE d : **Understand the changing nature of institutions and groups over time.**
Example: Unions, education , religion, family, communications, priorities.

LEARNING ACTIVITY(IES):

1. Select picture sets of institutions and groups representing a span of at least 20 years.

   Prepare a bulletin board or chart with the headings of NOW and THEN.

   Give each student or small group of students a picture and have them place it under the proper heading (NOW and THEN). Each student or a group representative should state the reasons for each placement and tell what has changed over the years, e.g., uniforms, equipment, activities, rules, buildings, books.

2. Have each student design a small poster representing the NOW and THEN of a particular group.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE e : **Understand ways groups are interdependent, cooperate and compete.**

Example: Unions, lobbying, recognition, power, interdependence of commodity for exchange, Red Cross, surplus foods.

LEARNING ACTIVITY(IES):

1. Ask the students to develop a list of groups that are active in their neighborhood or city.

   List those groups on the chalkboard.

   Find information regarding the purpose of each group.

   Divide the class into small groups (3-4 students). Each group should choose an organization to represent. Give them a short period of time to discuss what their main purpose and responsibilities should be.

   The teacher should now put two groups together until all groups have a partner. Give the paired groups this assignment:

   -Decide ways in which your two groups can cooperate and compete.
   -Choose a group recorder to write down the suggestions.
   -Choose a group reporter to report your group decisions to the class.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE f : **Understand types of conflicts between groups and ways conflicts are resolved.**

Example: Riots, strikes, war, negotiations, contracts, treaties, boycotts, judicial decisions, bargaining, sit-ins.

LEARNING ACTIVITY(IES):

1. Conflicts at school -

   Have the students recall recent conflicts they have seen during school hours.

   Lead a discussion on the ways the conflicts were resolved and whether or not those resolutions were adequate.

   Divide the students into small groups and have each group choose a conflict to role play. Each group must be prepared to portray the conflict and the resolution that they feel is the best possible solution.

2. Make a chart showing state and national types of conflicts.

Riots	Strikes	Boycotts	War	Set-ins

   Using the chart, list at least one well publicized conflict under each title. List the ways in which each was resolved.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 10.: **Understand the organization of human societies.**

OBJECTIVE 8 : **Understand how and why human societies differ.**

Example: Customs, geographical locations, nationality, religious beliefs, economic conditions, technology.

LEARNING ACTIVITY(IES):

1. Introduce a film or filmstrip representing the concept of why cultures are different. e.g., Different People, Different Values.

   Lead a class discussion on the main points of the film or filmstrip.

   - How were the people taught the culture of their own group?
   - In what ways do cultures carry on their customs so that they remain somewaht the same for hundreds of years?

   Have students list the ways in which their own family customs were taught to them. Also have the students consider and write down those customs that they feel they are likely to continue in their adult life.

RESOURCES:

1. Different People, Different Values, (BFA-1976).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE h : **Understand the meaning and sources of power within a social unit or organization.**
Example: Leadership, efficiency, officers, organized crime, unions.

LEARNING ACTIVITY(IES):

1. The teacher will ask the following series of questions, while the students silently write their responses on paper: (Before asking the questions, it is advisable to tell your students that you'll begin by asking questions about the world, USA, Michigan, and end by asking questions about their own family. It is a survey, not a test.)

   -Who is the most powerful person in the world?
   -Who is the most powerful person in the USA?
   -Who is the most powerful person in Michigan?
   -Who is the most powerful person in Saginaw?
   -Who is the most powerful person in our school?
   -Who is the most powerful person in our class?
   -Who is the most powerful person in your family?

   Place a long piece of chart paper in a convenient place to display all answers. Title the chart The Most Powerful People. Make a column for each question you ask and give it a proper heading.

   Either the students or teacher should fill in everyone's answer under the proper heading.

   This activity can be used as a simple survey. Or, if time permits, a discussion can be lead on the topic of women and minorities in power. (Be careful of dealing in stereotypes.)

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE a : Identify the variety of roles one can have within a group.

Example: Spouse, parent, career person, volunteer committee member, facilitatior, leader mediator.

LEARNING ACTIVITY(IES):

1. Display a picture of early pioneers building a log house.

   Talk about how pioneers could build a log house in one day. (Everyone helped. Men, women, and children had many things to do until the job was done.)

   List on the board.

   Men Women Children

   Record the roles played by each, based on the picture and the students' knowledge of early American history.

   Have students place mother and father at the top of columns, on paper. List the kinds of jobs both have to do.

RESOURCES:

1. Picture of early pioneers building [illegible] log house.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE b.: Understand that the roles within a group may be assigned or achieved.
Example: Election, appointment, promotion; race, sex, education, family status, expertise, income, birth right.

LEARNING ACTIVITY(IES):

1. Situation: New Guy in Town (for role-play or discussion)

   Al had just moved to Carveltown. In fact, he had been at Wentworth School for just three days. On the second day of school, Jerry Ramsey and his friends had asked Al to eat lunch with them. That made Al feel really good. Jerry was a big wheel around the school!

   It wasn't long, however, before Al began to realize belonging to Jerry's gang had some real drawbacks. Jerry and his friends were always in trouble! They bothered people in the halls and on the school bus, and they were always acting up in class. Mrs. Randall and the other teachers began to frown when they saw Al in class. It seemed that they were expecting him to be a troublemaker, too, just because he hung around with Jerry's gang.

   There were some others in the class that Al really wanted to get to know. Tom had some great science equipment, and Lee's hobby was the same as Al's magic. Al didn't want to make Jerry and his friends mad, but he sure wished now that he hadn't been so eager to join them.

   -What were the facts?
   -What are Al's choices?
   -What would you do?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

2. Make a chart showing how each listed title gains power.

Position/Title	Source of power
1. Dictator kings	
2. President	
3. Governors	
4. Superintendents	
5. School board presidents	
6. School principals	
7. Plant managers	

After completing the chart, discuss the information.

-Compare how each gets into power.
-Distinguish/describe the amount of power of each position.
-Are there limitations upon the power? When?

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 11 **Understand the relationships between individuals and groups.**

OBJECTIVE c : **Understand reasons why there are different roles within groups.**

Example: Efficiency, accomplish complex task, promote value, retain tradition, power.

LEARNING ACTIVITY(IES):

1. Stituation: The "Apply" village is located on a mountain. Using the information from the retrevial chart on Knowledge Objective 4-E, compare the roles of each villager. Tell why each one must do his assigned job. Infer what might happen if someone doesn't do his job.

2. Present students with a chart showing the hierarchy of the school district. List what jobs each one must do and why they must do them.

    -Take out 2 positions-what would happen?
    -Why does this hierarchy work now?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 11. Understand the relationships between individuals and groups.

OBJECTIVE d : Understand that multiple loyalties and responsibilitie result from belonging to a variety of groups.
Example: Unions, family, religious, school, debate team, Boys Scouts; time limitations, financial limitations, values, goals.

LEARNING ACTIVITY(IES):

1. Role Playing

What would you do if you were given following orders?

Order 1: You are a radio announcer. You are paid to read advertisements. You are given an advertisement that praises a product you know doesn't work.

Order 2: You are a house painter. You are told to paint over a wall that is unsound so that a house can more easily be sold.

Order 3: You are a lawyer working for a large law firm. You are asked to defend a client who plans to lie in order to win his case.

Order 4: You are a government scientist. You suspect that a certain food additive is dangerous. You feel that the public must be warned immediately. Because of pressure from the drug industry, you are ordered to keep silent while research continues.

Order 5: You are an inspector on an automotive assembly line. You discover a dangerous problem on a certain type of car. The company has a policy of not ordering recalls unless customers complain. You are ordered not to do anything.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

2. Have the students talk over with their parents three or four things that they will have the right or responsibility to do when they become adults and the duties attached to each.

   -Discuss in class and compare the lists.
   -Are there some things on which almost everyone agrees?
   -Why?

3. You belong to a religious group that does not believe in physical violence. Your sister is beaten up by a gang. You are angry and want revenge. Tell what you will do and justify your decision.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

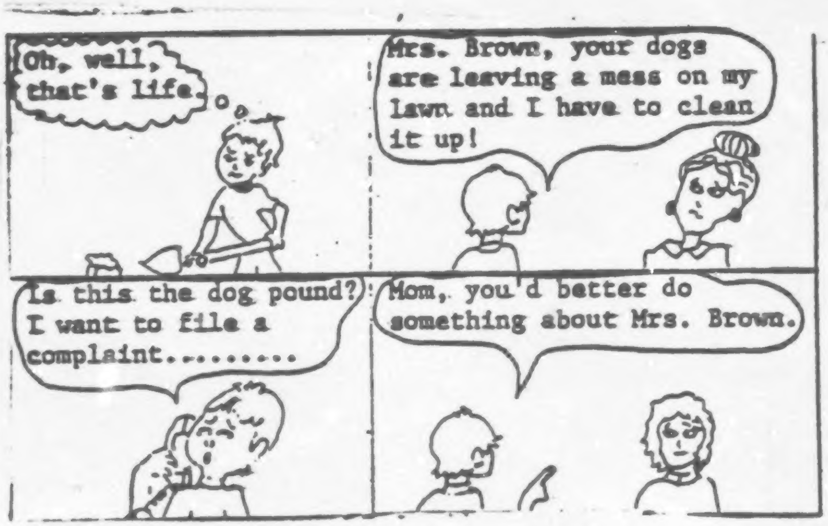
GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE e : Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.
Example: Draft evaders, dishonorable discharge, unemployed, newscarriers, patrol squad, babysitters, committee chair persons.

LEARNING ACTIVITY(IES):

1. On chalkboard, chart paper and such, duplicate the following chart.

   Your town has a strict leash law. No dogs may be off thier owners' property unless they're on a leash. Your neighbor, Mrs. Brown, lets her dogs out every moning. They roam around the neighborhood and usually leave a mess on your lawn. Which one would you do? Why?


Oh, well, that's life.
Mrs. Brown, your dogs are leaving a mess on my lawn and I have to clean it up!
Is this the dog pound? I want to file a complaint.........
Mom, you'd better do something about Mrs. Brown.

RESOURCES:

Chalkboard or chart paper.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

2. Situation: You're 18 years old and must register for the draft. Your country is on the verge of war, but you don't want to fight. You are a good American citizen and you believe in the American way of life. You must decide. Should you register? What are the consequences if you do not?

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE f : Understand the possible advantages and disadvantages of belonging to a variety of groups.
Example: Power, influence, revolutionary changes, new ideas, conflicting values, status quo.

LEARNING ACTIVITY(IES):

1. Make a chart listing a variety of groups. Compare and contrast the advantages and disadvantages of belonging to each group.

Group	Advantages/Disadvantages of Membership
Professional "Superwoman"	
Rioters	
Gangs	
Jim Jones	
Hippies	
Religious groups	
Citizens council	

2. Choose a group to which you would like to belong. Justify why you want to belong to it.

3. Draw conclusions about the possible advantages and disadvantages of belonging to a variety of groups.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 11: **Understand the relationships between individuals and groups.**

OBJECTIVE 8 : **Understand the measures used by groups to influence behavior.**

Example: Organized crime, strikes, peer group pressure, incentives, rejections, acceptance, sanctions.

LEARNING ACTIVITY(IES):

1. Read to the students short stories dealing with cultures undergoing changes such as the Eskimos, Lapps, the Chippewas, the Hawaiians.

   Questions for discussion:

   -In what way(s) were the people in the group different from the "outsiders"?
   -How were the lifestyles changed by the outsiders?
   -Did they have to change when new people came in with different ideas? How else could they have acted?

2. Let's suppose that a group called the "Onlangs" came to our state and supported the following ideas:

   -that children should be sent to boarding schools and visit their parents every two months.
   -that no meat be eaten, only plants and vegetables.
   -that everyone must wear the same uniform dress.

   Which of these situations could our society accept? In what way(s) would our culture change if we accepted any of them?

3. Present situation

   Billy is 11 years old. His family makes a modest income. Billy always has clean neat-looking clothes. He is going to be 12 years old. He wants a new bike but his father says it's too expensive now to get one. The "Kool Gang" is a group of boys at Billy's school. They do not always follow

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

rules and Billy has seen them steal things from the local store. The "gang" likes Billy and wants him to join, but Billy knows many of the things they do are wrong. Billy tells them of his problem of a new bike. The leader of the gang tells Billy he'll get him one if he joins the club.

Present these questions to the class and predict outcome.

- -Do you think Billy should join the gang? Explain why or why not.
- -How do you think the gang will get the bike?
- -What do you think will happen when/if Billy comes home with the bike?
- -How do you think Billy's father will act?
- -Predict what you think will be the final outcome?
- -Why is it hard to make decisions?
- -Now pretend you're Billy and answer questions 3, 4 & 5 again?

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE h : Understand the decision-making processes used by groups.

Example: Parliamentary procedure, majority rule, bureaucratic and authoritarian decisions.

LEARNING ACTIVITY(IES):

1. Divide the class into two groups. Assign each group one of the following situations:

   Situation 1: Your group lives in a new settlement on the moon. Your group does not agree on a boundary line with a neighboring settlement.
   - How might an understanding among the people of the two settlements be achieved?
   - How might this achievement of understanding among the people of the two settlements be honored?

   Situation 2: Your group and its ancestors have been living in the same region for hundreds of years. A new group of people arrive and try to take over.
   - How might an understanding among the people of the two groups be achieved?
   - How might this achievement of understanding among the people of the two groups be honored?

   Allow time for the group members to prepare alternative solutions to their situation. Then ask each group to present its situation and alternative solutions to the class. Encourage the listeners to ask questions and to offer constructive criticisms.

2. For Investigation and Discussion

   Early settlers in the Oregon Country had to make their own laws because they were so far away from the national government.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

-What kind of rules did they need?
-How was their experience like that of the Pilgrims who drew up the Mayflower Compact?
-Why do all groups need rules to live happily together?

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE i : Identify individuals or groups within society or culture that may affect behavior.

Example: Organized crime, unions, national personalities, parents, peers, entertainers.

LEARNING ACTIVITY(IES):

1. Have each student choose one person or group. Who has influenced him/her? Each student will answer the following:

   -How did the person/group influence you?
   -Why did you pick him/her?
   -Do their ideas and values follow what you believe and want?
   -After answering above questions, do you think you have made a good choice?

2. List people in history that have influenced our way of life and describe the influence of each. Compare the content of this list with that developed in Activity 1, above.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 5-Unit VIII

MY COUNTRY'S PROBLEMS AND ME

In this unit, the student will explore world problems and how they relate to the United states and to the immediate community. They will associate these global issues by comparing and contrasting their affects on us.

Global Issues
Knowledge goal 3.

Two Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 3.: **Understand persistent global issues.**

OBJECTIVE a : **Understand interrelatedness of local and national problems with those confronting the global society.**

Example: Surplus foods, nuclear arms, Mafia, drugs, terrorists, hijackings, poverty.

LEARNING ACTIVITY(IES):

1. Use a local issue reported in the newspaper, such as toxic waste, the unemployment rate, or poverty. Follow the chronology in the news media.

   Obtain other area newspapers. Students can request them from their relatives; some can be purchased at newstands.

   Compare papers. Is the problem happening in ther locales? Other states? How does this problem affect the global society?

   Continue to watch and discuss the problem throughout the school year.

RESOURCES:

1. REMC-9 #014875 American Time Capsule (recommended for showing at the beginning of Unit I and the end of Unit VIII).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE b : **Recognize that unsolved problems elsewhere in the world often impact upon the United States.**

Example: Hunger, international assistance (money, ammunitions, technology) density and population, racism, lack of resources.

LEARNING ACTIVITY(IES):

1. Using a newspaper, select a problem that you find occurring outside the United States.

   Present the information and basic facts to the students. Have them do research work to gain background of culture and history of the place in question.

   Set up small groups in which students brainstorm ways in which the situation affects the United States. Share all the ideas that students offer.

   Continue watching the news media to determine the outcome of the situation and the impact on the United States.

RESOURCES:

1. Newspapers.
2. Magazines such as Time or Newsweek.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 M

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE c : **Identify community problems related to energy needs and possible solutions.**

Example: Utility bills, cost of gasoline, increased costs of transportation of people and goods; conservation, new forms of energy, synthetic products.

LEARNING ACTIVITY(IES):

1. Present a topic on a current energy problem.

   -Analyze the problem.
   -Formulate some possible solutions.
   -Predict what the future outcome will be with the rejection of your solutions and with the acceptance of your solutions.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 A

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE d : **Understand some of the basic needs common to all people within the community such as food, shelter and clothing.**

LEARNING ACTIVITY(IES):

1. Situation.

   You live in "Growingtown." The town has grown at such a rate tha there is only one park with trees, a small stream that was once a river and a 200 acre farm that produces all your food needs. YOu are now ready to have your own home, but you would have to use some of the farmland. The only way you can get lumber is to cut down the trees in the park. You must decide:

   - -Do you move to somewhere else?
   - -Do you stay to protect what is left?
   - -Do you put up new restrictions?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.